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ABSTRACT

A revised and updated version of the San Francisco Community College District's (SFCCD's) master plan for the English as a Second Language (ESL) program in adult education is presented. Introductory materials discuss the scope of the ESL program, the master plan, instructional methods and approaches, communication competence, limiting context and language, methods to develop language skills, and testing and evaluation. A description of the District's multi-level ESL classes is followed by information on specific-level ESL courses, which are offered at eight distinct levels of English language proficiency. A course description and information on content, methods, materials, and evaluation are provided for each course. Additional sections focus on ESL adult literacy; provide course descriptions; and list textbooks, dictionaries and periodicals for students, publishers, teacher's aids, audiovisual materials, source books and professional monographs for teachers, and books of cultural interest to teachers. A revised master textbook list is appended. (LAL)

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ESL

MASTER PLAN

Revised 1979

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SAN FRANCISCO COMMUNITY COLLEGE DISTRICT

ESL MASTER PLAN
JUNE 1976

REVISED JUNE 1979

● San Francisco Community College District

PREFACE TO THE 1979 EDITION

The ESL Master Plan (June, 1976) has been well received in the District. Requests for the document came from all over the U.S. and other countries as well. It has been placed in the ERIC Clearinghouse on Languages and Linguistics for dissemination outside the District. It is undoubtedly the most comprehensive source book on Adult ESL in existence.

The format has remained the same. The Testing section in the Introduction has been completely revised. The levels sections have had minor changes through two years of teacher input. All appendices have been updated. The book lists have had extensive revision. Some texts, out of print or obsolete, have been removed. Many new titles have been categorized and added.

All of the revisions and suggestions for this edition have come from the ESL faculty of the San Francisco Community College Centers Division. Teachers who have been especially active in the revision are:

Donna Ilyin	K. Lynn Savage
Penny Larson	Sharon Seymour
Nancy Milton	Jack Wigfield

The 1979 revision of the Vocational ESL Master Plan, a component to this Master Plan, will be available November 1979. Vocational ESL accomplishes the same language goals, but in a vocational setting. It reduces the time required for immigrants to overcome unemployment and underemployment.

The cooperation of Laurent Broussal, Acting President, San Francisco Community College Centers Division, and Nancy Swadesh, Administrative Director, Instructional Services, is gratfully acknowledged.

Special thanks go to Rose Taboni, Alba Estella Nemger and Mary Casey for retyping of the Master Plan. And Barry Biderman for much of the proof reading.

Thomas Tragardh
ESL Resource Instructor
San Francisco Community College Centers
1977-79

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PREFACE

This Master Plan is an extensive revision of the District ESL Master Plan Phase II (1970-71). The 1975-76 ESL District Committee, chaired by Ruth Cathcart, requested that a committee be formed to revise and up-date the Master Plan. Members of the Committee were:

Virginia Biagi
Lorraine Burtzloff
Leonard Glasser
Joan Hanford
Miyo Kirita
Penny Larson
Kim W. Lee
Nancy Milton
Judy Winn Bell Olsen
K. Lynn Savage
Sharon Seymour
Mary Ann Taylor
Thomas Tragardh

These committee members, as well as other District personnel listed on the acknowledgement pages, represent Community College Centers which have ESL programs (Alemany, Galileo, John Adams, Mission, Pacific Heights).

Full support and encouragement were given by Dr. Calvin Dellefield, President, Community College Centers, and Nancy Swadesh, Administrative Director, Instructional Services. William Tresnon, Director, Alemany Community College Center, arranged for assistance from the Alemany clerical staff.

A vocational ESL component to this Master Plan is published as a separate volume and gives additional methods and curriculum suggestions that may be helpful to district ESL teachers.

A subcommittee of the ESL District Committee will continually update this Master Plan and its appendices.

Thomas Tragardh
Chairperson

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ACKNOWLEDGEMENTS

COMMITTEE ON COURSE DESCRIPTIONS

Mark Blum
Nancy Milton
Thomas Tragardh

Additional thanks to all those District teachers who filled out forms and contributed their ideas during the development of this Master Plan.

Special thanks to Rosemarie Consiglieri, Nora Lu, Gloria McKay, Rose Taboni and Judy Ward at Alemany Community College Center.

Special thanks to Arimena Flowers, Irene Howard and the clerical staff at the District Office.

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INTRODUCTION

INTRODUCTION

THE EXTENT OF THE ESL PROGRAM IN THE SAN FRANCISCO COMMUNITY COLLEGE DISTRICT CENTERS

Six Community College Centers offer more than 300 classes in English as a Second Language (ESL) in specific and multi-level classes throughout San Francisco. These classes are taught by part-time and full-time teachers in special and open enrollment programs. For example, during the Spring semester of 1978:

210 teachers taught 303 classes of ESL for 10,498 hours of scheduled instruction per month.

The District served a total of 11,336 students (unduplicated count).

One-third of the Average Daily Attendance (ADA) generated in the District during the Fall semester was produced by ESL attendance.

To meet the diversified needs of the adult learner, students may enroll in day and/or evening classes from one to eight hours daily between 8:30 a.m. and 10:00 p.m. Students may enter at any one of the eight levels (ESL 50 to ESL Advanced) or in multi-level classes in the neighborhood satellite locations. Some students attend for a few months while others progress through the entire sequence of classes.

WHAT IS THE MASTER PLAN? HOW IS IT TO BE USED?

The ESL District Master Plan describes the nature and extent of the ESL program in Adult Education in the San Francisco Community College District. The key portion of the Master Plan is the specific levels component. It divides the ESL program into eight distinct levels, giving the scope and limitations of each level. Skills and structures are limited in each level to those to be mastered by students at that level. Teachers and courses at higher levels depend upon the courses at lower levels to build the foundation for further ability in the English language. The course content and course objectives of each level must be followed fairly faithfully if students are

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to benefit from the ESL program as a whole.

It is virtually impossible for one teacher teaching one course to present everything listed under course objectives and course content for a given level. Almost all students attending Community College Center ESL programs that have specific levels attend more than one class. Teachers of the same level at a particular Center should coordinate the material of that level, so that the most important items are reinforced by being introduced into different classes at different times and in different ways. A teacher's course outline should reflect the course objectives and content of the Master Plan, but it cannot cover all of them.

At the end of each specific level description, and also in an appendix of the Master Plan, there is a list of books and materials appropriate for each level. If a text presents a structure or content area not listed in the Master Plan, and the teacher feels it is appropriate and useful for the students, that structure or content area should be taught. In the same way, any other material which the teacher feels is needed by the students should be presented if it is consistent with the student's language ability to learn it.

A factor to consider when using the Master Plan as a guide to planning a specific class is the effect of "open enrollment" on the presentation of material. The adjusted English Placement Test (EPT) scores for the beginning, middle and end of the semester allow students, at any time, to be placed at the level where they can learn the most.

Because many students do not start the ESL program at ESL 50 or ESL 100, nor at the beginning of the semester, the teacher cannot assume that they have the same background in English. The Master Plan suggests review items for each level, but it is up to the teacher to select other review items not anticipated by the Master Plan. Some of these gaps may necessitate a presentation to an entire class; others, to a small group of students or only one student.

Although the Master Plan is very specific about course objectives and content, it is not specific as to methods by which

these objectives, vocabulary items and structures are to be presented. By their very nature the specific objectives may suggest a particular method of presentation; it is hoped that they will stimulate ideas for presentation. A variety of methods and techniques is needed to present course objectives and course content effectively. Suggested approaches, methods and materials in each specific level section are just that, and are not meant to limit in any way the creativity of the teacher.

APPROACH AND METHODS

In a general discussion of approaches and methods in ESL, it is always necessary to keep in mind the nature and goals of the students -- Why are they studying English? What do they already know? What do they want to learn? What do they need to learn? Do they need English for a job or further education as well as survival? All course objectives and all course content in this Master Plan are directed toward these questions. Selection of methods and materials for use in the classroom must not lose sight of them.

Some general methods or approaches to the teaching of ESL include the familiar "audiolingual method," the "oral/aural approach," the "direct method," methods directed toward a "communicative competence," and the "bilingual approach." The audiolingual method has come into some disfavor because of its reliance on pattern practice and memorization which bypass the communication aspect of language. The bilingual approach can cause difficulty in a class with a multilingual student enrollment, where the special assistance to the students who share a mutual language with the teacher may be interpreted and resented by the other students as favoritism. On the other hand, bilingual teachers may make explanations in content areas or structure easier. Many teachers prefer multilingual classes because they afford more opportunities for student practice in English, since it must be the common means of communication within the class.

INTRODUCTION

COMMUNICATIVE COMPETENCE

A basic concept to be kept in mind is that the result of effective classroom activity is increased communicative competence. Communicative competence includes paralinguistics (gestures, postures, voice modulation, etc.), register (formal/informal/slang; subordinate/peer/superior; male/female; child/adult, etc.) and cultural considerations as well as linguistics. Approaches and methods should therefore aim at developing several aspects of English language and culture simultaneously rather than developing each item listed in this Master Plan discretely. Improved communicative competence is a greater motivator for student achievement and subsequent satisfaction than mastery of a single grammatical point or linguistic or cognitive skill.

English as a tool to success in an alien culture and as a means of effective communication requires that there be significance in what the students are asked to say, hear, write, read or do. Textbooks, teacher-made materials, films, and class visitors should give the students opportunities to communicate in realistic situations. Since the students are adults, materials and activities must be consistent with adult interests, needs and self-esteem. In lower level courses, dialogues, reading materials, listening and writing activities should use subject matter that increases students' awareness of their environment and how to survive in it as well as practice in pronunciation and formation of correct English grammatical structure. For upper level courses, students are introduced to additional aspects of society in the United States.

LIMITING CONTEXT AND LANGUAGE

While the ESL teacher should try to bring several linguistic and cognitive skills together in classroom activities, the teacher must also take care to limit the structures and content of presentations to avoid "overloading" the student, and thereby preventing learning from taking place. Good textbooks can be helpful to the teacher in keeping the structures and content areas within the linguistic ability of the students at any particular level. For example, the kinds of performance objectives lower level students could be expected to meet in

using a telephone, speaking with a classroom visitor or visiting a library are far different from those of upper level students.

SOME METHODS TO DEVELOP LANGUAGE SKILLS

The development of listening skills includes the use of taped dialogues, anecdotes, and lectures. Dictation is a traditional exercise that combines listening and writing skills. Aural cloze procedures and "memory dictations" also develop listening skills. Group projects and interviews of classroom visitors, by their very nature, place strong demands on aural comprehension. Using the telephone to gain information from recorded messages or from "live" people develops survival skills as well as ability to understand spoken English.

Besides conventional "listen and repeat" pronunciation drills, memorized dialogues and oral reading, ability in speaking can be developed in meaningful contexts through group projects, tasks that require communication with native speakers outside of class, spontaneous and planned speeches to the class, use of the teletrainer, and student interviews of classmates and class visitors. Games, especially word games, also give opportunities for extensive practice in speaking and vocabulary development if students are interested in such activities.

Reading skills are developed primarily through silent reading activities, often with the traditional comprehension questions of implicit as well as explicit information. Even in lower level classes, bypassing the sound component of the language is possible -- although oral reading can test word recognition as well as provide a means for pronunciation practice. Reading activities involved with gleaning specific information from advertising copy, want ads or prose are very useful for students and can begin with classes of very limited English ability. For upper levels, scanning and skimming techniques can be developed from any reading selection and are useful for students who are not academically inclined as well as those who are planning to enter college. Timed reading or reading under time limitations can also be helpful in increasing reading speed and comprehension.

INTRODUCTION

The ability to write and spell correctly in English is very important. Business letters, compositions and resumes are important concerns of upper level students, but lower level students need to know how to fill out applications, write brief autobiographical sketches or responses to questions and take down information from the telephone or teacher. Teachers must take the time to correct student writing, and students must study these corrections. Group writing projects and student writing on dittos for classroom distribution are ways of encouraging students to be more conscious of points of grammar and the mechanics of writing.

The Special Skills, Vocabulary and Structure sections of this Master Plan can be covered in conjunction with the above suggested approaches and methods. Although grammar presentations are useful and necessary in the classroom, it is through their utilization in communicative activities that they are incorporated into the students' overall ability in English. Creative teaching, sensitive to the vocational, emotional and survival needs of the students, but also sensitive to the linguistic and contextual constraints needed to avoid overwhelming them are the real keys to effective second language teaching.

The District ESL Committee provides inservice workshops to give teachers the opportunity for learning about new developments in linguistic theory, teaching approaches and practical ideas, techniques and methods for use in the classroom.

TESTING AND EVALUATION

Many methods are available to assess students' language growth, to check whether lessons and course objectives are realistically met and to evaluate ESL programs. Short time-saving tests are helpful in placing students into classes or in deciding what materials are suitable for them. The short standardized test can also show gross gains of students over a period of time. A test score, however, is only an estimate of a student's real abilities. Care must be taken in interpreting a test score to a student and presenting the score in relation to the student's personal goals.

INTRODUCTION

Important decisions about a student's language proficiency should be made from a composite of several test scores in addition to the student's own evaluation of his/her language proficiency. Extremely important in this component are the teachers' cumulative evaluations of performance as well as reports from other sources that indicate a student's ability to handle real-life communication situations.

At most large centers, students are interviewed and given placement tests before being assigned to classes. At outside locations, the task of finding the students' proficiency level and appropriate materials falls entirely on the teacher or teachers at the site. Because District ESL programs have open enrollment, teachers are constantly testing, even if informally. Formal testing and evaluations may be given a low priority when time is limited and when administrative assistance is not available.

A number of techniques exist that allow a teacher to teach, review, and test all at the same time. Students need and want evaluations and tests to show progress. Teachers need to know if lesson and course objectives have been accomplished. The following are some suggestions for student language proficiency evaluations:

1. Standardized Tests: Standardized tests given at a minimum of three month intervals can show when general language growth has occurred. If the same form of a test is given too frequently, students' abilities to learn the test rather than their language growth are reflected. Tests are selected in the students' proficiency range and are different from those used for placement purposes.

2. Student Self-Diagnostic Surveys: These are lists of questions students answer about their own language abilities. For beginning students, questions are translated into students' native languages. The questions can also include the students' language and educational goals. Given when students enter a course of instruction and again when the course is completed, the student self-diagnostic survey usually reflects language growth and can

also show where students feel more work is needed.

3. Criterion Referenced Charts: These can be kept individually or for class groups. They consist of pages or cards that can be kept in a binder or file and later transferred to a student folder. Tasks or language skills are listed on one grid and the date the student demonstrated proficiency in accomplishing the objective is listed on the other grid.

4. Pre-test and Post-test Tape Cassettes: Students are given blank cassettes on which they record various tasks alone or with other students. Given the same or similar tasks at periods throughout the course, students can demonstrate growth in oral production and conversational skills.

5. Student Progress Charts: If certain exercises are given over a period of time and scored in exactly the same way (percentage, words per minute, time) they can be recorded on grids to show progress and increase student motivation.

6. Cumulative Folders: Folders can be kept for each student with the self-diagnostic survey, the criterion referenced charts, the tape cassette, and the record of test scores. Other notes, tests, records, or papers showing students' progress may be added.

7. Text Tests: A few books contain review tests. Given at the beginning of the course or unit, these can serve as excellent diagnostic devices when one adds the lesson number to the test item number. Errors will indicate in which lessons students need the most or the least work.

8. Cloze Procedure Tests: Cloze tests can measure general mastery of grammar, vocabulary, usage, and cultural nuances. They can also be used to test the "readability" of a selection. If students score below 50%, this selection would probably present too much difficulty to be useful. Every fifth, sixth,

seventh, eigth, or ninth word in a prose passage is deleted and students write a word that seens to be semantically logical and grammatically correct in each blank. Correct answers can be those that are the actual deleted words and/or any that are appropriate. An easier test would have the first and last sentences intact and greater intervals between words deleted. A variation on the cloze procedure is the aural (dictated) cloze, in which the teacher reads the passage at a normal speaking rate and the students fill in the blanks.

On the following page (page x) is a sample list of some available ESL tests. On page xi is an equivalency table which shows placement and comparisions of tests most frequently used in the San Francisco Community College Centers. The table has been revised (Spring, 1978) after testing hundreds of scores on page xi show how difficult the tests are for the levels indicated. Tests which show results below 40% have proved too difficult to show gain in pre and post testing studies, but can be used for placement purposes.

An annotated bibliography alphabetized by acronym is on page xii.

EQUIVALENCY SCORES* OF STUDENTS IN ADULT PROGRAM ESL - Revised March 1978

IN LEVEL	ON ADULT ESL TESTS				ON COLLEGE FOREIGN STUDENTS TESTS					ON NATIVE SPEAKER TEST
	IOI (50 item) (raw scores T=100)	101 (30 item) (raw scores T=60)	STEL (50 item) (raw scores T=50)	EPT (50 item) (raw scores T=50)	TOEFL	MTELP[a] (equated Scores)	ELI[a] Aural Str.	CELT[b] List. Str. (percent scores)		RFU[b] (grades)
			Beg. 1 & 2	A/B						
100	0-24		0-19 (0-38%)	0-19 (0-38%)	Below 350 (nil)					
200	25-39		20-29 (40-58%	20-29 (40-58%)						
300	40-59	20-29 (33-48%)	30-37 (60-74%)	30-37 (60-74)						2.9
			over 37 and Int 1 & 2		Below 425 (Elem.)					
			0-29 (0-58%)							
				over 37 and G/H						
400	60-74	30-39 (50-65%)	30-37 (60-74%)	0-19 (0-38%)				41	40	3.5
			over 37 and Adv 1 & 2							
500	75-100	40-60 (67-100%)	0-19 (0-38%)	20-29 (40-58%)	Below 500 (Int.)			48	46	
600			20-40 (40-80%)	30-50 (60-100%)		54	59 64	53	56	7.0
End 600						64	67 76	63	64	
700						73	76 82			

a - Median used to show central tendencies b - Mean used to show central tendencies

* - Scores are for the beginning of each semester or learning period.

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A CHECKLIST FOR TESTS YOU MIGHT WANT TO TRY *

Maureen McCready, Julie Ortmeyer, and Donna Ilyin

Test	To measure							For						Given as			Response by				
	Listening	Speaking	Structures	Vocabulary	Reading Comp.	Writing	Other	Children	J.H. & H.S.	Adult Beg.100/200	Adult Inter.300/400	Adult Adv.500/600	College Advanced	Group Test	Individual Test		Oral Interview	Reading & Marking	Listening & Choosing Picture	Writing or Fill-in-the-blanks	Response by Physical Activity
ALCTP	X				X							X	X	X				X			
CELT-L	X											X	X	X				X			
CELT-S			X									X	X	X				X			
DTSESL			X						X		X			X				X			
ELIEAS-1	X											X	X					X			
ELIEAS-2			X									X	X					X			
EPT/A&B			X						X		XX			X				X			
EPT/G&H			X						X		X	X		X				X			
IOI	XX								X		XX	X			X		X				
(MIOI)	X		XX								XX	X		X						X	
MTELP			XX	X								X	X	X				X			
STEL			X						X		XX	X		X				X			

* Partial list from Classroom Practices in Adult ESL, edited by Donna Ilyin and Thomas Tragardh, TESOL (Washington D.C., 1978)

Another recent reference which describes available tests is: Garcia-Zamor, Marie and David Birdson 1977. Testing English as a Second Language: A Selected, Annotated Bibliography. Washington, DC and Arlington, VA: TESOL and ERIC-CLL/CAL.

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ANNOTATED BIBLIOGRAPHY OF TESTS

1. ALCTP — (American Language Course Placement Tests) Defense Language Institute 1975. American Language Course material may be requisitioned directly from the Commandant, Defense Language Institute, English Language Center, Attn: ATEL-LC-SVC, Lackland AFB, TX 78236. The tests have been carefully developed using adult foreign speakers by experts in the field of ESL/EFL testing with access to large numbers of students and extensive computer services. Scores place students into DLI levels and courses. Many forms of the tests are available to allow for frequent testing if desired. Included is a listening section. Vocabulary and content areas have some military references. To date, the tests have been administered three times and show promising possibilities for use in adult school programs.

2. CELT-L,S — (A Comprehensive English Language Test for Speakers of English as a Second Language) David P. Harris and Leslie A. Palmer 1971. McGraw-Hill. Although the series contains a vocabulary test, our Adult Centers for the last five years have used only the Listening form and the Structure form. The tests were carefully developed for foreign language speakers by well known experts in ESL/EFL testing. For many years the Listening and Structure forms have been used at the end of a learning period in levels 400-600 to assist in evaluating students' readiness for promotion to higher levels. Extensive testing of large numbers of students in those levels has resulted in changes shown on the revised equivalency table page xi.

3. DTSESL — (Diagnostic Test for Students of English as a Second Language) A. L. Davis 1953. Educational Services, Washington, DC. Now published by McGraw-Hill 1972. The 150 item test can be given to students at the end of level 200 and higher.

4. ELIEAS-1, 2 — (ELI English Achievement Series) Paul W. Pillsbury, Randolph Thrasher and John Upshur 1963. Ann Arbor: University of Michigan, English Language Institute. These tests have been developed by experts in the testing field to evaluate achievement of students in intensive English programs using the University of Michigan materials. Because these materials were used in the upper levels at the San Francisco adult centers, an Aural Achievement Form and a Structure form were given to over 100 students in a 1970 study.

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5. EPT/A&B 100 200-300 (English-Second Language Placement Test for Adults, Forms A and B) Donna Ilyin 1971. San Francisco Unified School District (now San Francisco Community College District.)

EPT/G&H 400-500-600 (English-Second Language Placement Tests for Adults, Forms G and H) Donna Ilyin, Jeanette Best and Virginia Biagi 1972. San Francisco Community College District. These grammar tests were carefully developed by classroom teachers over a five-year period and included a study of hundreds of students in Adult School ESL programs in California. Forms A,B,C and D are used to place students into levels 100-300. When a student scores over 37 on one of these forms, Forms G and H are given for placement into higher levels (400-500-600.)

A free complimentary kit is available by writing to:

Counseling Office
Alemany Community College Center
750 Eddy Street
San Francisco, CA 94109

6. IOI & MIOI (Ilyin Oral Interview) Donna Ilyin 1976, Rowley, MA: Newbury House Publishers. This test has been useful to show language gain in the lower and middle level classes, however, the teacher has to administer the test to each student individually outside of class. Since the test does not need to be administered by a linguist or an ESL teacher, it is possible to get teacher-aids or volunteers from local schools, churches or social service clubs to come at intervals and test.

MIOI (Mass-listening adaptation of IOI) One way to evaluate listening only is by reproducing the picture pages as student booklets. Read the items aloud and instruct the students to write their answers. Obviously if students cannot write what they can say, the test will not be valid for them. However, other mass listening tests require students to listen then read and choose a response. Such a test, of course, is also not valid for the students who cannot read what they can say. The adaptation of the Interview (MIOI) as a Mass-Listening test requires more time to score than a multiple choice test, yet over the past two years, teachers have been giving the adaptation at the end of a learning period to help assess students' readiness for the next level. The thirty item form has been used with levels 200-500.

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7. MTELP — (Michigan Test of English Language Proficiency) Forms A, B, and C. 1961-1964. Ann Arbor: University of Michigan, English Language Institute. (College Readiness) Developed by experts in ESL/EFL testing the instrument tests grammar, vocabulary and reading comprehension to determine readiness for college study at American Universities. In our adult classes it has been used for individual students who intend to take the TOEFL and/or enter college programs. It has proved to be extremely useful and accurate. The test was also used in a 1970 study of more than 100 students in ESL programs at the upper levels of the adult school centers in San Francisco.

8. STEL — (Structure Tests-English Language) Donna Ilyin and Jeanette Best 1976. Rowley, MA: Newbury House Publishers. Developed from studies using adult ESL students, beginning forms 1 and 2 place into levels 100, 200 and 300; intermediate forms 1 and 2 place into levels 300, 400 and 500; advanced forms 1 and 2 place into levels 500 and 600. Recent testing necessitated a revision of scores for placement by the intermediate forms and are reflected in the updated equivalency table on page xi. Revisions are based on the scores of 519 students in levels 300 and 400 tested from 1976 - 1978.

9. TOEFL — (Test of English as a Foreign Language) Princeton: College Entrance Examination Board and Educational Testing Service. The test is administered at special locations through-out the world. Many students in college programs where the IOI?EPT and STEL were sample tested also had TOEFL scores and whenever students in the adult school levels took TOEFL, they were asked to report their TOEFL scores. For example in developing the Doherty test, one of our new unpublished reading tests, a class in an American Language Institute (ALI) college course was given the first stage of the new experimental test. Students in that course had already taken the TOEFL test and as can be seen below, scores of the ALI class were similar to our level 600. Using the rank order method, correlation between the Doherty and TOEFL for the ALI class was 0.85.

NATIVE SPEAKER TESTS — Included in this list of tests are the RFU and APL - native speaker tests. Many teachers use some native speaker reading materials at the intermediate and advanced levels. The content areas used in the APL study are vital and relevant to the interests and needs of students in the adult school programs. The scores are included here only to show difficulty level and should not be interpreted to mean that students are in those grades educationally or at those APL levels functionally.

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10. **APL** (Adult Performance Level Survey) University of Texas at Austin, 1976. American College Testing Program. Iowa City: Iowa. The instrument tests functional competencies of adult native speakers. (sample included many rural people from the South. Some foreign language speakers were included but no distinction was made between native speakers and foreign speakers nor was any information given as to the ESL proficiency levels.) Sub-scores are given for five content areas: Community Resources, Occupational Knowledge, Consumer Economics, Health, and Government and Law. Skill sub-scores include: Identification of Facts and Terms, Reading, Writing, Computation, and Problem Solving. The survey is in English and provides three levels of competency.

The 40-item test is too difficult linguistically for students in levels 100-300. Even in higher levels due to their inability to read the item stimuli in English educated foreign-language speakers could not demonstrate their knowledge of these functions, even though they were able to do complex problems in mathematics and simpler operations such as taking proper dosages of medicine or determining when buses leave and arrive by looking at a time-table.

The test has been administered three times to date (1977) with the following results expressed in raw scores with difficulty shown by percent after the mean scores:

DATE	LEVEL	NUMBER	MEAN	SD
Dec. 1976	400	14	15.46 (39%)	4.18 (10.45%)
Dec. 1976	500	24	21.75 (54%)	5.24 (13.1%)
Apr.20 1977	500	25	24.84 (62%)	4.44 (11.1%)

11. **RFU** (Reading for Understanding) Placement Test. Thelma Gwin 1969 Science Research Associates. Occasionally classes in levels 300-600 have taken this test in order to practice taking reading tests for native speakers and to select SRA Reading Kit stories for independent reading.

MULTI-LEVEL ESL

MULTI-LEVEL ESL

INTRODUCTION

The San Francisco Community College District ESL classes are divided into two types, specific level and multi-level. Multi-level classes combine two or more specific levels. Multi-level classes differ from specific level classes in that the abilities of all students within a single class can differ tremendously. While specific level classes are labeled 50, 100, 200, 300, 400, 500, 600, and ESL Advanced, multi-level classes are usually labeled Beginning, Intermediate or Advanced.

As an example, an ESL 50 class has students with no prior English study and with little or no knowledge of the Roman alphabet, while a beginning level class may have students whose abilities range from ESL 50 to high ESL 200. The multi-level class, therefore, poses special problems and for that reason, it is given a special section in the Master Plan.

The multi-level courses, as they now stand, may become more similar to specific level courses in the future as better screening and more specific level courses become available throughout the city. The following section describes only the courses as they are offered at present.

DESCRIPTION

Multi-level classes are usually found in neighborhoods with high immigrant populations. Only one class may be formed in such an area, even though the students to be served cover a wide range of English abilities. The locations for these classes, outside the Community College Centers, may be in churches, community centers or schools. In some cases, a teacher or a small group of teachers is in a building without the direct assistance of administrators or the availability of class counseling and pre-class testing. Standard classroom equipment, additional texts, ditto machines, a[illegible]o-visual equipment, tape and recording equipment or lan[illegible]age laboratories may not be available.

Many of the multi-level classes are held at night in order to meet the needs of working adult students; however, some multi-level classes are daytime classes. Since many multi-level classes are night classes, the majority of these students

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hold daytime jobs. The students of specific level classes are often persons preparing to attend schools of higher learning; multi-level students often are seeking to improve language skills for vocational, cultural or even survival reasons.

Although some students in multi-level classes may be illiterate or have only a few years of schooling in their home countries, some have highly developed skills in their native language and have the equivalent of university educations. A multi-level class not only has persons of varied English skills, but also persons of varied ages and educational and economic backgrounds.

Teachers of multi-level classes must be flexible and adaptable. Often it will be necessary to re-evaluate class objectives after meeting the class for the first time. Class population may vary drastically from week to week and even day to day. Teachers should not be upset by this perpetual flux in the classroom. Although this type of class can be frustrating, teachers will find it to be a great test of their resourcefulness, ingenuity and independence.

COURSE CONTENT

The suggested course content for multi-level classes follows the specific levels as specified in the Master Plan. Teachers teaching multi-level classes should refer to the specific levels until such time that the ESL Committee can make a study of multi-level classes in the District. Although some classes include a wider range of levels, the following is usually the current format:

Beginning:	refer to specific levels 50, 100, and 200
Intermediate:	refer to specific levels 300 and 400
Advanced:	refer to specific levels 500, 600 and Advanced

METHODS

Methods for teaching a multi-level class need not differ from those used in specific level classes. The students who come to a multi-level class may have abilities which are very simi-

lar, making it seem like a specific level class. Likewise, a specific level class often has a wide variety in its students' English abilities. Therefore, some of the techniques the multi-level teacher uses may be the same as those of the specific level teacher.

Teachers with classes in which there is a wide range of abilities may find one or a combination of the following teaching techniques useful:

Peer Teaching: Students of higher abilities can drill, clarify, or even teach students of lower abilities. While this method is effective in many classes, it is critical that the teacher be sensitive to the students' willingness to work together.

Small Group Teaching: The teacher divides the class into pairs or small groups which vary in ability. It may be that a more advanced student works with a less advanced student, in which case the advanced student is given a more difficult task to do.

Divided-Class Teaching: A class of varied abilities may be divided into two (high/low) or three (high/middle/low) sections. The teacher works with one group at a time, while the other groups work independently. There are some teachers who actually plan for as many as three separate classes within one class. This technique calls for the teacher's awareness of the students' acceptance of not having the teacher's attention at all times. Thus, this can be an especially good technique if a teacher has an assistant who can share leadership responsibilities.

Teaching Assistants: Sometimes volunteers or student teachers become available to the teacher. Teachers who are comfortable with such assistants can use them in several ways. The assistant can work with one group on a project while a teacher works with another group on the same or a different project. It may sometimes be desirable to assign the assistant to one particular student who has an especially time-consuming problem. To take best advantage of the assistant, the teacher should give the person specific instructions and tasks.

MULTI-LEVEL ESL

Note that while it is indeed advisable to try to reach each of the levels in a multi-level class, teachers should be aware that a "three-ring circus" atmosphere in the class may be very confusing to students. In fact, a group feeling may be a more important end to achieve than complete efficiency in dividing the class by levels. So teachers may want to keep the class together. They can tailor questions, giving easy questions to the beginners and harder questions to the more advanced students.

MATERIALS

ESL materials available to multi-level teachers are the same as those for specific level teachers. Thus, the materials used by multi-level teachers will probably be the same as those used by specific level teachers. The differences will probably occur in how the materials are used.

Texts: Teachers who have students who cluster around several consecutive specific levels may consult the book appendix for texts which have been marked as containing material for more than one specific level. Teachers with a wider range of levels may consider the books listed at the end of this section, which have been selected for their adaptability to one or more of these teaching techniques: individual work, peer teaching, small group teaching, and divided-class teaching.

Films, Filmstrips, Slides: Films, filmstrips, and slides can be successfully used because each student, regardless of level, can make some response or question to the visual stimulus. Films may be more beneficial for advanced classes since films move through more experiences more rapidly than filmstrips and slides. The latter, which can be more controlled by the teacher, may be of more benefit to beginning classes.

Tapes, Recordings: Tapes can be used in a multi-level class to assist teachers in working with more than one group. Also, since language labs are not usually available to multi-level teachers, tapes can be used for recording the students or for listening comprehension.

Games: Games which emphasize verbal skills can be particularly good for multi-level classes. They can be bought commercially or teacher-developed. The same game can be played using different rules for different levels of student ability. Games with varying demands on English can be given to groups of students with varying abilities.

Songs: Songs are a good group activity. Structure, vocabulary (including slang), and acculturation are some of the learning experiences associated with using songs in the classroom.

Other: Newspapers, maps, photos, magazine pictures, charts, flash cards, and realia are some of the indispensable aids used when working with a class of varying levels and experiences.

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' oral work as well as written work. Tests are useful for diagnosis and for course and curriculum evaluation.

See the section on testing and evaluation in the introduction for additional information.

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TEXTS FOR MULTI-LEVEL

Multi-Purpose

COVERSATIONAL ENGLISH, Brown and Sanbury (Xerox: 1969).

A CONVERSATION BOOK-ENGLISH IN EVERYDAY LIFE, BOOKS I and 2, Carver and Fotinos (Prentice-Hall: 1977).

CONVERSATIONS IN ENGLISH: POINTS of DEPARTURE, Dobson and Sedwich (American Book Co.: 1975).

DEVELOPING FLUENCY IN ENGLISH, Crymes, James, Smith and Taylor (Prentice-Hall: 1974).

* ENGLISH FOR TODAY, 2nd ed., NCTE (McGraw Hill: 1975). Teacher's manual, workbook, tests, cue cards, listening comprehension kits

IT'S ALL IN A DAY'S WORK, Draper and Sather (Newbury House: 1977).

* LADO ENGLISH SERIES, BOOKS I-4, (rev.), Lado (Regents: 1977).

LET'S LEARN ENGLISH, BOOKS I-6, Wright, Barnett and Katranides (American Book Co.: 1971).

LET'S SPEAK ENGLISH, BOOKS I and 2, Martin (French and Associates: 1970).

MODERN AMERICAN ENGLISH, New edition, BOOKS I-3, Dixson (Regents: 1977).

MODERN ENGLISH, VOLUME I, 2nd ed., Rutherford (Harcourt, Brace, Jovanovich: 1975).

NO HOT WATER TONIGHT, Bodman and Lanzano (Collier-Macmilan: 1975).

ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

* ORIENTATION IN AMERICAN ENGLISH, BOOKS I-6, Hall (IML: 1972).

SPEAKING AND WRITING WITH COMIC STRIPS, Rollet and Temblay (Centre Educatif et Cultural, Inc.: 1975).

WHAT DO YOU THINK? STUDENTS BOOK I, Byrne and Wright (Longman: 1974).

* Tapes available

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TEXTS FOR MULTI-LEVEL

Grammar

ALTERNATES IN BUILDING ENGLISH SENTENCES, Hall (Regents: 1969).

* AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOKS 1-4, Nadler (ALI - NYU: 1971).
Teacher's manual, laboratory book, reader, composition book, pronunciation book

BUILDING ENGLISH SENTENCES SERIES, Hall (Regents: 1969-1973).

CONSTRUCTING DIALOGUES, Rand (Holt-Rinehart & Winton: 1969).

* ENGLISH SELF-TAUGHT, BOOKS 1-12, Hall (Regents: 1974).

ENGLISH STRUCTURE IN FOCUS, Davis (Newbury House: 1977).
answer key

ESL GRAMMAR WORKBOOK - BOOKS 1 and 2, Dart (Prentice-Hall: 1978).

MODERN ENGLISH: EXERCISES FOR NON-NATIVE SPEAKERS, PARTS 1 and 2, Frank (Prentice-Hall: 1975).

PRACTICE, PLAN AND WRITE, BOOKS 1 and 2, Matthews and Tura (Litton: 1973).

PREPOSITIONS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

PRONOUNS AND DETERMINERS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

VERBS IN ACTION, Ferreire (Newbury House: 1978).

Reading

AMERICAN ENGLISH READINGS, Scaun, et al (ALI-NYU: 1971).

INTERNATIONAL FOLK TALES, BOOKS 1-2, Binner (Crowell: 1970).

MAKING GOVERNMENT WORK FOR YOU, Hall (Regents: 1970).

* Tapes available

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Reading (cont'd)

READING IMPROVEMENT EXERCISES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Harris (Prentice-Hall: 1966).

READING TODAY'S ENGLISH: BOOK 1, Pierce and Humbarger (Steck-Vaughn: 1975).

STRUCTURE GRADED READING ENGLISH, BOOKS 3 and 4, Costinett (Gemini: 1970).

SUPERSTITION, Wooks (Evans Brothers United: 1976).

TWENTIETH CENTURY AMERICAN SHORT STORIES, McConochie (ed.) (English Language Services: 1975).

Writing/Spelling

CONSTRUCTING SENTENCES, Rand (Holt-Rinehart and Winston: 1969).

COMPOSITION STEPS, HORN (Newbury House: 1977).

GUIDED WRITING AND FREE WRITING (rev.), Robinson (Harper & Row: 1975).

TEN STEPS, Brookes and Withrow (LINC: 1974)

WRITE ME A REAM, Kunz and Viscount (Teachers College Press: 1973).
Teacher's manual

WRITING AS A THINKING PROCESS, Lawrence (University of Michigan Press: 1972).

Listening/ Speaking

ACTIVE ENGLISH: PRONUNCIATION AND SPEECH, Bens (Prentice-Hall: 1977).

ENGLISH CONVERSATION PRACTICES, Phinney, Hok, Mankewitz and Nilsen (University of Michigan Press: 1968).

* Tapes available

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Listening/Speaking (cont'd)

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press 1972).
Teacher's book, student's book

INTERMEDIATE STORIES FOR REPRODUCTION, Hill (Oxford University Press: 1975).

SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS, (rev.), Finocchiaro and Lavenda (Regents: 1973).

Vocabulary

IDIONS IN ACTION: A KEY TO FLUENCY IN ENGLISH, Reeves (Newbury House: 1975).

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SPECIFIC LEVEL ESL

ESL 50 -- ESL ADVANCED

ESL 50

INTRODUCTION

ESL 50 is specifically designed for the absolute beginner. Because the Community College Centers have an open enrollment policy, beginning students might enroll in a class even after other students have begun. Since beginning students have no foundation upon which to build the language, it is necessary to have a class where the focus is on these incoming students. There the fundamentals of language learning can be taught so that students can move into other classes comfortably. ESL 50 has the unique goal of advancing students to the next level as soon as possible, unlike every other level, in which the majority of students remain in the class for the entire semester.

PREREQUISITES

The prerequisite for ESL 50 is the inability to take the EPT A/B, C/D (100-200-300) or the following EPT A/B C/D scores:

Beginning of semester: 0-10, Middle: 0-15, End: 0-19

If the student has verbal ability up to ESL 200, but is completely illiterate in English, and there is no specific literacy class to accomodate the student, the student is placed in ESL 50 until he/she can function successfully in reading and writing.

OBJECTIVES

The function of ESL 50 is to accommodate the absolute beginner and to move students as rapidly as possible into ESL 100. If students express confidence in their ability to go to ESL 100, they should be allowed to do so when they feel the pace of ESL 50 is too slow for them.

Specific

I. Listening

Students will be able to:

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A. Respond to simple classroom directions

B. Respond to teacher's questions

II. Oral Production

Students will be able to:

A. Give short answers to yes/no and information questions

B. Ask simple questions

C. Repeat sounds, words and sentences after a model

D. Relate sounds to phonological spelling in English

E. Answer information questions with complete sentences

III. Reading

Students will be able to:

A. Read everything that they produce orally

B. Read as a reinforcement to information introduced orally

C. Read silently for comprehension

D. Relate phonological spelling in English to sounds

IV. Writing

Students will be able to:

A. Form correctly all the letters of the alphabet -- capital and lower case

B. Write arabic numerals

C. Start each sentence with a capital letter and end it with a period or question mark

D. Use commas and apostrophes where appropriate in the structures presented

V. Special Skills

Students will be able to:

A. Tell time

B. Read a calendar

C. Count money

D. Ask about and read prices for food, clothing and other necessities

E. Use standard polite expressions, including greetings and leave takings

F. Identify major holidays celebrated in the United States

G. Use public transportation in San Francisco

APPROACH--METHODS AND MATERIALS

The unique approach of Level 50 is the deliberate reintroduction of the same structure and vocabulary. This constant reemphasis of structure and vocabulary is stressed to a far greater extent than at any other level.

Because much of language learning is acquired through listening comprehension, the development of this skill is the critical task of the teacher at this level Visual materials are a primary teaching tool and it is necessary for teachers to select and create materials relevant to the interests, capabilities and needs of the particular class. Therefore, in addition to textbooks and dittoed material, clocks, calendars, flashcards, pictures, maps and realia are essential.

See the introduction for a general discussion of ESL methodology and other relevant information.

ESL 50

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

I. Introduction

A. Name - first and last

B. Address - including zip code

C. Telephone number (area code)

D. Country and city of origin - including use of map

E. Native language

II. Alphabet

A. Names of the letters

B. Sounds of the letters with particular stress on the sound of the letter in the initial position

C. Some introduction of variant sounds for vowel letters in English

III. Contextual Vocabulary

A. Names of numbers

B. Days of the week

C. Months of the year

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D. Parts of the body

E. Food

F. Clothes

G. Colors

H. Telling time

I. Seasons

J. Furniture

K. Rooms in a house

L. Places (home, school, park, downtown, etc.)

M. Adjectives (tall, short, fat, thin, etc.)

N. Meals

O. Names of family members

P. Holidays and celebrations

IV. Structure

A. Sentence types

1. Simple statement

a. With "be"

e.g., It is a pen.

b. With action verbs

e.g., He speaks Chinese.

2. Simple questions

a. With "be"

e.g., Is it a pen?

b. With action verbs

e.g., Does he speak English?

3. Long and short answers, affirmative and negative, with "be"

e.g., Yes, it is a pen. No, it isn't a pen.

Yes, it is. No, it isn't.

4. Short responses, affirmative and negative, with action verbs

e.g., Yes, he does. No, he doesn't.

5. Simple requests, including specific classroom instructions

e.g., Open your books.

6. Some compound sentences (with, and, but, or)

e.g., I was absent yesterday, but I'm here today.

B. Verbs

The verb "be" and a limited number of action verbs in the following:

1. Simple present tense

e.g., The pen is on the table.

2. Present continuous form

e.g., He is talking.

3. Simple past tense

e.g., She closed the door.

4. Future tense -- "going to" form only

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e.g., I'm going to close the door.

5. Present continuous as future

   e.g., What are you doing tonight? I'm going downtown.

6. Subject-verb agreement

7. Contracted forms of "be" and "not"

C. Nouns

1. Singular/plural

2. Possessives

3. Countable/uncountable

D. Pronouns

1. Masculine/feminine (he/she)

2. Singular/plural (I, you, he, she, it / we, you, they)

3. Subject (I, you, he, she, it, we, they)

4. Object (me, him, her, it, you, us, them)

5. Demonstrative (this, that, these, those)

E. Adjectives

1. Word order of an adjective and noun

   e.g., It's a red dress.

2. Articles (a/an, the, ∅)

3. Basic descriptive adjectives of size, color, quality, quantity

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4. Possessive (my, your, his, her, its, our, their)

F. Adverbs

1. Word order

e.g., He studies well.

Yesterday he went to school.

He went to school yesterday.

2. Manner (fast, slowly, well)

3. Frequency (sometimes, always, never, usually)

4. Time (now, then, yesterday, today, tomorrow, last month, next week, etc.)

5. Place (here, there)

G. Prepositions

Prepositions in context in phrases of time and place (to, in, on, at, under, after, before)

H. Conjunctions

Conjunctions connecting words (and, or, but)

EVALUATION

The focus of this class is the true beginning student. When the student has mastered the material presented and the teacher and the student agree that the student is ready to move to ESL 100, the student is given the EPT. Possible test scores might be:

10-15 during the first nine weeks.

15-20 during the second half of the semester.

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ESL 50

Consultation by teachers of the same student is an essential means of evaluation.

See the section on testing and evaluation in the introduction for additional information.

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TEXTS FOR ESL 50

Multi-Purpose Texts

ENGLISH AS A SECOND LANGUAGE, A NEW APPROACH FOR THE 21st CENTURY, VOLUME I, Iwataki, et al. (Modulearn: 1975).
Teacher's guides, student's book, transparencies, flash-cards, Chinese supplement

ENGLISH FOR A CHANGING WORLD, BOOK I, Wardhaugh (Ed.) (Scott Foresman and Co.: 1976).

ENGLISH THROUGH PATTERNS - I, Ramsey (Teide: 1970).

EVERYDAY ENGLISH, VOLUME I, San Francisco Asian Newcomer Parent Program (ANPP: 1974).
Teacher's guide, student's handbook

* LADO ENGLISH SERIES, BOOK I, Lado (Regents: 1970).
Teacher's manual, workbook, charts, test

LET'S LEARN ENGLISH, BEGINNING COURSE PART I, Wright and McGillivary (American: 1971).

* NEW ENGLISH 900, BOOK I, ELS (Collier-MacMillan: 1978).

* NEW HORIZONS IN ENGLISH, BOOK I, Mellgren and Walker (Addison-Wesley: 1973).
Teacher's manual, workbook, posters

NEW WAYS TO ENGLISH I (ELS International: 1974).

* ORIENTATION IN AMERICAN ENGLISH, LEVEL I, TEXT 100 (Blue), Hall and Costinett (IML: 1971).
Workbook, tapebook, reader

* PRACTICAL ENGLISH, Larson (Chinese Media Committee, S.F.: 1971).
Bilingual Cantonese-English tapes, video tapes

* WELCOME TO ENGLISH, BOOK I, Sheeler (Oxford University Press/ELS: 1976).
Teacher's manual, workbook, tests, cue cards, listening comprehension kit

* Tapes available

TEXTS FOR ESL 50

Reading

FOUNDATIONS FOR READING AND WRITING, BOOK 1, Sheeler, Dale and Bayley (Oxford University Press/ELS: 1977).

Writing/Spelling

FOUNDATIONS FOR READING AND WRITING, BOOK I, Sheeler, Dale and Bayley (Oxford University Press/ELS: 1977).

HANDWRITING WORKBOOK, Markley (ELS: 1977).

IMAGINARY LINE HANDWRITING, BEGINNING CURSIVE, Townsend (Steck-Vaughn).

Listening/Speaking

BOOK A: SIGN LANGUAGE, Richey (Janus Book Publishers: 1976).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen Allen and Shute (Crowell: 1966).

PRONUNICIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971).

See also "Dictionaries for Students" (p

"Periodicals for Students" (p

ESL 100

PREREQUISITES

Students who have little knowledge of English as determined by an oral interview and the following EPT A/B, C/D scores:

Beginning of semester: 11-15 Middle: 16-19 End: 20-25

Placement must be determined by both the student's oral ability and test score.

OBJECTIVES

General

The basic goal of ESL 100 is for students to begin to communicate and conduct the affairs of daily life in spoken and written English. An important aspect of this goal is that the students communicate in a manner that will help them function effectively in a society that uses English as its primary language. The students need to be able to speak clearly and understandably and to use English correctly and effectively.

Specific

I. Listening

Students will be able to:

A. Respond to teachers' and classmates' questions

B. Respond to requests and commands

II. Oral Production

Students will be able to:

A. Respond orally to statements, questions, requests, and commands with short answers and complete sentences using an understandable pronunciation

B. Generate sounds, words, and sentences similar to a model with some degree of accuracy

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C. Request limited information on telephones or in person (directions, services, schedules, time)

D. Relate sounds to phonological spelling in English

III. Reading

Students will be able to:

A. Read cues and sentences for drills

B. Read simple conversations and paragraphs based on oral work learned in class

C. Read silently for comprehension

D. Relate phonological spelling in English to sounds

E. Recognize high frequency words that do not follow rules of phonological spelling in English

IV. Writing

Students will be able to:

A. Write dictations based on oral work and reading materials

B. Write controlled sentences based on oral work and reading materials

C. Answer questions in a narrative form to produce short controlled written paragraphs

D. Start sentences with capitals and end them with periods or question marks; use apostrophes in contractions and possessive nouns; use a comma after "yes" and "no"

V. Special Skills

Students will be able to:

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ESL 100

A. Provide basic information about self and family members verbally and in writing (name, sex, age, address, telephone number, marital status, number of dependents, native country, birthdate)

B. Use standard polite expressions, including greetings, leave-takings, and introductions

C. Recognize traffic and emergency signs ("exit," "hospital," "danger," "flammable," "poison")

D. Request assistance from police, the fire department, the hospital, and the doctor

E. Describe medical symptoms and illnesses

F. Extract information from schedules and maps

G. Locate places in the community (neighborhoods, landmarks, places of interest)

H. Tell time

I. Use the telephone for simple calls, including emergencies

J. Use public transportation

K. Shop for food, clothing and other necessities

L. Take simple teacher-made tests

M Fill out simple applications and Community College Center registration forms

N. Read a calendar

O. Count money

P. Identify and discuss holidays and celebrations observed in the United States

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ESL 100

Q. Pronounce common first names

R. Alphabetize

APPROACH - METHODS AND MATERIALS

At this level, students can be very easily overwhelmed by the enormity of learning a new language. As students find they are able to master some fundamentals of the language, they realize English is learnable. It is essential for the teacher to be patient and encouraging at this level.

In ESL 100 the major emphasis is on oral skills. Reading and writing are generally introduced as an adjunct to these oral skills. Basic survival skills are the students' greatest need at this level. Therefore, emphasis must be placed on the teaching of these skills.

Because of limited vocabulary, visual materials are an essential teaching tool. At this level, there is a systematic introduction of grammar with a textbook or teacher-made materials. Language lab techniques and tapes are useful for developing comprehension from models other than the teacher.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items under "Course Content" is to be determined by the teacher.

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ESL 100

Vocabulary

Parts of the body

Countries, nationalities, and geographical names

Recreational activities

Holidays, dates, days of the week, months of the year, seasons, weather

Local place names

Food, meals, utensils, dishes

Articles of clothing

Common two-word verbs

Names of rooms, floors, furniture and applicances, types of dwellings

Common expressions of emotion ("oh," "great," you're kidding," etc.)

Structure

I. Sentence types

A. Simple statements

1. With "be"

e.g., It is a pen.

2. With "there" + "be" and "it" + "be"

e.g., There are students in the room.

It's sunny today

3. With action verbs

e.g., He speaks English

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B. Simple questions

1. With "be"

e.g., Is it a pen?

2. With "there" + "be" and "it" + "be"

e.g., Are there students in the room?

Is it sunny today?

3. With action verbs

e.g., Does he speak English?

C. Long and short answers, affirmative and negative, with "be"

e.g., Yes, it is a pen. No, it isn't a pen.

Yes, it is. No, it isn't.

D. Long and short answers, affirmative and negative, with "there" + "be" and "it" + "be"

e.g., Yes, there are students in the room. No, it isn't sunny today.

Yes, there are. No, it isn't.

E. Long and short answers, affirmative and negative, with action verbs

e.g., Yes, he speaks English No, he doesn't speak English.

Yes, he does. No, he doesn't.

F. WH questions (who, what, where, when, whose, why, how much, how many) (optional: which, how, what kind of) (200)

G. Questions with "or"

e.g., Is she a teacher or a student?

H. Simple forms of requests and commands

e.g., Open the door

Be quiet.

(Optional: would you, will you, shall we, may I, let's (200)

I. Compound sentences with coordination conjunctions (and, but, or,)

e.g., I went to the store, and I saw my teacher.

He is from Vietnam, but he doesn't speak Vietnamese.

II. Verbs

A. Be -- present and past

B. Action and linking verbs -- simple present with emphasis on third person singular

C. Simple past, including common irregular forms

D. Present continuous

E. "Going to" future

F. Modals (can, have to, will)

G. Subject - verb agreement

H. Contractions of "be," "not" (I'm, he's, they're, etc.) (don't, can't, isn't, etc.)

ESL 100

III. Nouns

A. Regular plurals (pronunciation and spelling)

B. Common irregular plurals (child/children, woman/women, foot/feet, etc.)

C. Possessive form (boy's, boys')

D. Countable/uncountable (pencils, chairs / tea, furniture, etc.)

E. Proper nouns including plural and possessive forms

IV. Pronouns

A. Subject (I, you, he, she, it, they)

B. Object (me, you, him, her, it, them)

C. Demonstrative (this, that, these, those)

D. Possessive (mine, ours, yours, his, hers, its, theirs)

E. Indefinite (some, any, one, everyone, everybody, someone, somebody)

V. Adjectives

A. Word order of adjective and noun

e.g., a blue pen

B. Possessive adjectives (my, our, your, his, her, its, their)

C. Articles (a, an, the, ∅)

D. Quantifiers (some, any, not much, not many, a lot, a few, a little)

E. Comparative and superlative (er/est) including better/best, worse/worst

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(Optional: more/most, less/least) (200)

e.g., Her book is cheaper.

That is the best restaurant in San Francisco.

VI. Adverbs

A. Frequency (sometimes, never, always, usually, seldom)

B. Time (now, then, yesterday, today, tomorrow, last week, this morning, next month, etc.)

C. Place (here, there)

D. Common adverbs of manner including irregulars such as "well"

VII. Prepositions

In context with phrases of time and place (to, in, on, at, under, between, beside, behind, in front of)

VIII. Conjunctions

Conjunctions connecting words and short independent clauses (and, or, because)

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' oral work as well as written work. Tests are useful for diagnosis and for course and curriculum evaluation. Consultation between teachers of the same student takes place during and at the end of the semester. This evaluation of the students' progress is an important means of determining promotion or problem areas.

See the section on testing and evaluation in the introduction for additional information.

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TEXTS FOR ESL 100

Multi-Purpose Texts

* ACCESS TO ENGLISH, BOOK I, Breckenridge (McGraw Hill: 1973).
  Workbook, flashcards

* ACTIVE CONTEXT ENGLISH, BOOK I, Brinton, Plumb & White (Macmillan (England: 1974).

  ACTIVE ENGLISH: UNDERSTAND, PRACTICE, COMMUNICATE, Porter, Sharp (Prentice Hall: 1976).

  ADULT ENGLISH ONE, Chapman (Prentice-Hall: 1978)

* AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK I, (Didier International: 1971).
  Teacher's manual, workbook, readings

  BEGINNING AMERICAN ENGLISH, Mitchell (Prentice Hall: 1965).

  COMMUNICATION SKILLBOOK I, BEGINNING IN ENGLISH, Messec. Jerry L. and Margaret Thiele (Institute of Modern Languages: 1978).

* COMPLETE COURSE IN ENGLISH, BOOK I, (rev.), Dixson (Regents: 1972).

  A CONVERSATION BOOK-ENGLISH IN EVERYDAY LIFE, BOOK I, Carver and Totinos (Prentice-Hall: 1977).

* ELEMENTARY COURSE IN ENGLISH, BOOK I, Sheeler (ELS: 1971).

* ENGLISH FOR A CHANGING WORLD, BOOK I, Wardhaugh (Ed.) (Scott Foresman and Co.: 1976).
  Teacher's manual, workbook, tests, cue cards, listening comprehension kits

* ENGLISH FOR INTERNATIONAL COMMUNICATION BOOK I and 2. Yorkey et al. (American Book Co.: 1978).
  Teacher's book, workbook

  ENGLISH I: BASIC COURSE FOR ADULTS, Mackey (Newbury House: 1972).

  ENGLISH THROUGH PATTERNS -1, Ramsey (TEIDE: 1970).

  ESL: A NEW APPROACH FOR THE 20th CENTURY, (Los Angles Asian Project), Iwataki (Modulearn, Inc.: 1975).
  Teacher's manual, transparencies, flashcards, Chinese supplement, student's book

* Tapes Available

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TEXTS FOR ESL 100

Multi-Purpose (cont'd)

EVERYDAY ENGLISH VOLUMES I and 2, San Francisco Asian Newcomer Parent Program, (ANPP: 1974).
Teacher's guide, student's handbook

* INTENSIVE COURSE IN ENGLISH, PART I, (ELS: 1963).

* LADO ENGLISH SERIES, BOOKS I and 2, Lado (Regents: 1970).

LET'S LEARN ENGLISH, BEGINNING COURSE, PART ONE, Wright and McGillivray (American: 1971).

MODERN AMERICAN ENGLISH, Book I and 2, (rev.) Dixson (Regents: 1977).
Teacher's manual, workbook, reader, skillbook, posters

* NEW ENGLISH 900, BOOK I, ELS (Macmillan: 1978).
Teacher's manual, workbook, reader

* NEW HORIZONS IN ENGLISH, BOOK I and 2, Mellgren-Walker (Addison Wesley: 1973).

* ORIENTATION IN AMERICAN ENGLISH, LEVEL I and Level 2, TEXT, Hall and Costinett (IML: 1971).
Teacher's manual, workbook, tapebook

* PRACTICAL CONVERSATION IN ENGLISH FOR BEGINNING STUDENTS, Hall (Regents: 1972).

* PRACTICAL ENGLISH, BOOKS 1, 2, 3, and 4, Larson (Chinese Media Committee: 1971).
Bilingual Cantonese/English tapes, videotapes

PREVOCATIONAL ENGLISH, TEXT I, Ruthoi (Institute of Modern Languages: 1970).

* SHORT COURSE IN SPOKEN ENGLISH, Mackin (ELS-Oxford: 1975).

* WELCOME TO ENGLISH, BOOKS 1, and 2, Sheeler (Oxford/ELS: 1976).
workbook, teacher's manual

* Tapes available

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TEXTS FOR ESL 100

Grammar

* AMERICAN ENGLISH, GRAMMATICAL STRUCTURE, BOOK I, Nadler (ALI-NYU: 1971).
  Teacher's manual, laboratory book, reader, composition book, pronunciation book

CONTEMPORARY REVIEW EXERCISES, Kane and Rankin (Crowell: 1967).

CONTEMPORARY SPOKEN ENGLISH, BOOK ONE, Part of BOOK TWO, Kane and Kirkland (Crowell: 1968).

ENGLISH GRAMMAR EXERCISES, BOOK 1. ELS (Collier-Macmillan: 1965).

* ENGLISH SELF-TAUGHT, BOOKS 1 and 2, Hall (Regents: 1974).

Readers

FOUNDATIONS FOR READING AND WRITING, WORKBOOK 1 and 2, Sheeler, Bayley and Dale (English Language Services: 1977).

LONGMAN STRUCTURAL READERS, STAGE 1 (Longman: 1972).
The Battle of Newton Road
Car Thieves
Dectective From Scotland Yard
Flying Spy
The House Near the Sea
Operation Janus

NOSES AND TOES, AND UP AND DOWN AND IN AND OUT BOOK, Hefter (Larouse and Co.: 1974).

ORIENTATION IN AMERICAN ENGLISH, LEVEL ONE, READER ONE (blue) Hall and Costinett (IML: 1971).

YES AND NO - A BOOK OF OPPOSITES, Hefter (Larousse and Co.: 1975).

Writing/Spelling

BEGINNING COMPOSITIONS THROUGH PICTURES, J.B. Heaton (Longman: 1975).

* Tapes available

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TEXTS FOR ESL 100

Writing/Spelling (cont'd)

COMPOSITION THROUGH PICTURES, Heaton (Longman: 1966).

FOUNDATIONS FOR READING AND WRITING, WORKBOOK 1 and 2
Bayley and Dale (English Language Services: 1977).

HANDWRITING WORKBOOK, Markley (English Language Services: 1977).

IMAGINARY LINE HANDWRITING, BEGINNING CURSIVE, Townsend
(Steck-Vaughn: 1973).

SITUATIONAL ENGLISH LANGUAGE PICTURES SERIES (Longman: 1965).

WRITE, Mellgren-Walker (Addison-Wesley: 1976).

Listening/Speaking

ACTIVE ENGLISH, PRONUNCIATION AND SPEECH, Bens (Prentice-Hall: 1977).

BOOK A: SIGN LANGUAGE, Richey (Janus Book Publishers: 1976).

ENGLISH PRONUNCIATION, Lado Fries (University of Michigan Press: 2nd
Revised edition).

ENGLISH: SING IT, Grenough (McGraw Hill: 1976).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute (Crowell:
1966).

ENGLISH STRESS AND INTONATION, Croft (ELS: 1961).

* ORIENTATION IN AMERICAN ENGLISH TAPEBOOK 1 (IML: 1971).

PRACTICE THROUGH PICTURES, Heaton (Longman: 1971).

See also "Dictionaries for Students" (p.)
"Periodicals for Students" (p.)

* Tapes available

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ESL 200

PREREQUISITES

Successful completion of ESL 100, or an oral interview and the following EPT A/B, C/D scores:

Beginning of semester: 18-27 Middle: 21-29 End: 26-36

The oral interview consists of questions about the student, his/her English, and the room where the interview is taking place. The student will be able to answer the questions appropriately and intelligibly despite possible structural errors. Placement must be determined by both the students' oral ability and test score.

OBJECTIVES

General

The basic goal of ESL 200 is for the students to continue gaining simple communicative ability to function in practical areas necessary for survival in the United States. Specific language abilities and experience are developed further so that students will be able to express themselves simply and clearly in specific contexts that use the simple past, present, future and present perfect. They will be able to understand native speakers using simple tenses in limited situations and will be able to respond in such a way that the native speaker will understand their simple communicative efforts.

Specific

I. Listening

Students will be able to:

A. Respond both orally and in writing to teachers' and classmates' questions, statements and requests

B. Respond physically to requests and commands

C. Distinguish singular from plural

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D. Distinguish time reference

E. Differentiate words that differ by one or two similar sounds (eat/it, nine/night, Jones/John's, etc.)

II. Oral Production

Students will be able to:

A. Respond orally with short, natural, appropriate responses, using understandable pronunciation, to greetings, simple requests, and statements

B. Respond orally with limited vocabulary to visual stimuli

C. Imitate and repeat sounds, phrases and sentences with a degree of accuracy intelligible to a native speaker

D. Recite a series of short related sentences about themselves, others or material studied in class with a rhythm and intonation pattern understandable to a native speaker

E. Initiate questions and appropriate responses to simple statements or expressions of emotional concern.

F. Request simple services and ask for and pass on information

G. Ask for a short simple explanation and ask for repetition

H. Repeat and rephrase and correct questions, requests, or statements when unclear or not intelligible to listeners

I. Read with intonation, rhythm and phrasing intelligible to English-speaking listeners

J. Relate sounds to phonological spelling in English

III. Reading

Students will be able to:

A. Read cues for sentences and drills

B. Read silently for comprehension

C. Read simple conversations and paragraphs based on oral work learned in class

IV. Writing

Students will be able to:

A. Fill in and answer exercises based on class work

B. Correctly spell words used frequently in class materials

C. Apply phonological rules of English spelling

D. Write dictated sentences based on oral work and reading materials

E. Start sentences with capitals and end with periods or question marks; use apostrophes in contractions and possessive nouns; use commas after "yes" and "no," items in a series, compound sentences and tag questions

F. Generate simple sentences about themselves and their environment

V. Special Skills

Students will be able to:

A. Read and write checks and deposit and withdrawal slips

B. Extract price information (bills, advertisements, price tags, etc.).

C. Extract information from schedules and maps

D. Read menus

E. Read traffic and emergency signs

F. Read simple directions

G. Fill out simple forms

H. Shop for food, clothing and other necessities

I. Use recreational facilities (parks, swimming pools, zoo, etc.)

J. Locate words in a bilingual dictionary

K. Use standard polite expressions, including greetings, leave-takings, introductions

L. Tell time

M. Give and follow directions to specific destinations

N. Request emergency and community services (police, fire, ambulance, health department, etc.)

O. Use postal services (money orders, stamps, parcel post, etc.)

P. Pronounce common first names

Q. Discuss holidays and celebrations observed in the United States

R. Find telephone numbers in the white pages

APPROACH - METHODS AND MATERIALS

Listening and speaking skills are emphasized in contexts which are meaningful and useful to students in their daily lives. Role-playing, dialogues, taped conversations and field trips

as well as intensive work in pronunciation are possible ways to develop these skills. Reading and writing skills are generally introduced to reinforce oral production and listening ability. Grammar is presented systematically with textbooks, exercises and teacher-developed materials.

Visual materials and realia are helpful tools to develop comprehension without translation or verbal explanation on the part of the teacher. Language lab techniques and tapes are useful for developing comprehension from models other than the teacher.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Parts of the body

Countries, nationalities and geographical names

Holidays, dates, days of the week, months of the year, seasons

Local place names

Food, meals, utensils, dishes

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Articles of clothing

Household products, equipment, appliances, furniture

Names of rooms, floors, types of dwellings

Common tools

Synonyms, antonyms, homonyms

Idioms, including two-word verbs

Structure

I. Sentence Types

A. Review

1. Simple statements with "be" and action verbs (100)

2. Simple questions (100)

3. Long and short answers, affirmative and negative with "be" and action verbs (100)

4. WH questions (100)

5. Questions with "or" (100)

6. Forms of requests and commands (100)

7. Compound sentences with coordinating conjunctions (and, but, or) (100)

B. Introduce

1. WH questions (which, how, what kind of)

2. Requests and commands (would you, will you, shall we, may I, let's)

3. Negative statements

e.g., He doesn't speak English.

She isn't here today.

4. Negative questions

e.g., Don't you speak English?

Isn't the weather nice today?

5. Affirmative and negative tag questions

e.g., Bill's eating now, isn't he?

He doesn't like hamburgers, does he?

She can play the piano, can't she?

6. Answers to negative questions and tag questions

e.g., You can come to class tomorrow, can't you?

No, I can't.
Yes, I can.

You can't come to class tomorrow, can you?

No, I can't.
Yes, I can.

Do you speak English?

No, I don't
Yes, I do.

Don't you speak English?

No, I don't.
Yes, I do.

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7. Compound Sentences (either, too)

e.g, I can dance, and Mary can, too.

Bill can't dance, and Sue can't either.

8. (Optional: relative clauses) (300)

II. Verbs

A. Review

1. Be -- present and past (100)

2. Action and linking verbs -- present with emphasis on third person singular (100)

3. Simple past, including common irregular forms (100)

4. Present continuous (100)

5. "Going to" future (100)

6. Modals (can, have to, will) (100)

7. Subject-verb agreement (100)

8. Contractions of "be," "not" (100)

B. Introduce

1. Irregular verbs

2. Past with "used to"

e.g., He used to live in Hong Kong, but now he lives in San Francisco.

3. Modals (will, can, could, should, would, may, might, must, shall).

4. Passive -- simple present and simple past

e.g., French, Spanish, and English are spoken by the museum guides.

My car was hit by a bus.

5. Present perfect, including questions with "ever"

e.g., He has lived in San Francisco for one year
Have you ever been to Mexico?

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III. Nouns

A. Review

1. Plurals of regular and common irregular nouns (100)

2. Possessive (100)

3. Countable/uncountable (100)

4. Proper nouns including plural and possessive forms (100)

B. Introduce

1. Nouns as adjectives

e.g., It's a shoe store.

2. Gerunds as subjects

e.g., Learning English is necessary.

IV. Pronouns

A. Review

1. Subject and object pronouns (100)

2. Demonstrative pronouns (100)

3. Possessive pronouns (100)

4. Indefinite pronouns (one, some, any, everyone, someone, everybody, somebody) (100)

B. Introduce

1. Indefinite pronouns (anyone, anybody, no one, nobody)

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2. Word order of pronouns used as direct and indirect objects

e.g., He gave Mary the book.

He gave her the book.

He gave it to her.

3. (Optional: reflexive pronouns) (300)

V. Adjectives

A. Review

1. Word order of adjective plus a noun (100)

2. Possessive adjectives (100)

3. Articles (100)

4. Quantifiers (100)

5. Comparative and superlative (-er, -est) (100)

B. Introduce

1. Comparatives and superlatives (more/most, less/least, as...as, the same as, like)

e.g., His book is more expensive than hers.

My book is as expensive as his.

Your book is the most expensive in the book-store.

Your book is the same as mine.

His apartment is like yours.

2. Present and past participles as adjectives

e.g., It's a used typewriter
He's a swimming teacher.

VI. Adverbs

A. Review

Adverbs of frequency, place, manner and time (100)

B. Introduce

1. Intensifiers (too, enough, very)

e.g., It's very warm.

It's warm enough.

It's too warm.

2. Comparison of adverbs

e.g., She sings more beautifully than her sister.

He types faster than the secretary.

3. Sequence of adverbs of frequency, place, manner and time

e.g., I sometimes go downtown by bus in the morning.

4. Adverb phrases (by bus, with a smile, until noon, for two years, since 10:00, etc.)

VII. Prepositions

Review and increase preposition vocabulary in context with phrases of time and place (100)

VIII. Conjunctions

Review conjunctions connecting words and short independent clauses (100)

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EVALUATION

Teachers evaluate students' progress and the course on both subjective and objective information obtained from students' oral work as well as their performance in dictations, exercises, teacher-made tests, group work and general performance in class. Consultations between teachers of the same student take place during and at the end of the semester. This evaluation of students' progress is an important means of determining problem areas and promotion.

See the section on testing and evaluation in the introduction for additional information.

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TEXTS FOR ESL 200

Multi-Purpose Texts

* ACCESS TO ENGLISH, BOOK 2, Breckenridge (McGraw Hill: 1973).
  workbooks, flashcards

ACTIVE CONTEXT ENGLISH, BOOK 2, Plumb and White (Macmillan, England: 1974).
Teacher's book, reader, charts

ACTIVE ENGLISH, UNDERSTAND, PRACTICE COMMUNICATE, Porter and Sharp (Prentice Hall: 1977).

ADULT ENGLISH TWO, Chapman (Prentice-Hall: 1978)

* COMPLETE COURSE IN ENGLISH, BOOK I, (Rev.), Dixson (Regents: 1972).

A CONVERSATION BOOK - ENGLISH IN EVERYDAY LIFE, BOOK I, Carver and Fotinos (Prentice-Hall: 1977).

* ELEMENTARY COURSE IN ENGLISH, BOOK 2, Sheeler (ELS: 1971).

* ENGLISH FOR A CHANGING WORLD, BOOK 2, Wardhaugh (Ed.) (Scott Foresman and Co.: 1976).
Teacher's book, student's exercise book, posters, cue book

ENGLISH FOR INTERNATIONAL COMMUNICATION, BOOK 2 and 3, Yorkey, et al. (American Book Co.: 1978).
Teacher's guide, workbook

* ENGLISH FOR TODAY, BOOK 2, (2nd Ed.) NCTE (NCTE: 1973).
Teacher's manual, workbook, listening comprehension kit, test

ESL: A NEW APPROACH FOR THE 20th CENTURY (Los Angeles Asian Project, Iwataki, et al. (Modulearn: 1975).
Teacher's guide, transparencies, student's book, flashcards, Chinese supplement

EVERYDAY ENGLISH, VOLUME III, Asian Newcommer Parent Program (ANPP: 1974).

* INTENSIVE COURSE IN ENGLISH, PART 2, (ELS: 1963).

* Tapes available

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TEXTS FOR ESL 200

Multi-Purpose Texts (cont'd)

LADO ENGLISH SERIES, BOOK 3, Lado (Regents: 1970).
Teacher's manual, workbook

* LEARNING TO USE ENGLISH, BOOK 2, Finocchiaro (Regents: 1974).

LET'S LEARN ENGLISH, BEGINNING COURSE PART 2, Wright and McGillivray (American: 1971).

* MASTERING AMERICAN ENGLISH, BOOK 2, (Rev.), Taylor McGraw Hill: 1971).

* MODERN AMERICAN ENGLISH, BOOKS 2 and 3, Dixson (Regents: 1971).
Teacher's book, workbook, skillbook, reader, posters

* NEW ENGLISH 900, BOOKS 2 and 3, ELS (Macmillan/ELS: 1978).

* NEW HORIZONS IN ENGLISH, BOOK 3, Mellgren-Walker (Addison-Wesley: 1973).
Teacher's book, workbook

NEW WAYS TO ENGLISH 2, (ESL International: 1976).

NO HOT WATER TONIGHT, Bodman and Lanzano, (Collier Macmillan: 1975).

* ORIENTATION IN AMERICAN ENGLISH, LEVEL 3 TEXT (orange), Hall and Costinett (IML: 1971).
Reader, workbook, tapebook

* PRACTICAL CONVERSATION IN ENGLISH FOR INTERMEDIATE STUDENTS, Hall (Regents: 1965).

* PRACTICAL ENGLISH, BOOKS 3 and 4, Larson (Chinese Media Committee: 1971).
Bilingual Cantonese/English tapes, videotapes

PREVOCATIONAL ENGLISH, TEXT 2, Ruthoi (Institute of Modern Languages: 1971).

* WELCOME TO ENGLISH, BOOKS 2 and 3, Sheeler (Oxford ELS: 1977).

* Tapes available

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TEXTS FOR ESL 200

Grammar

* ACTIVE ENGLISH-UNDERSTAND, PRACTICE, COMMUNICATE, BOOK I, Porter and Sharp (Prentice-Hall: 1977).

* AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK 2, Nadler (ALI-NYU: 1971).
Teacher's manual, laboratory book, reader, composition book, pronunciation book

BUILDING ENGLISH SENTENCES WITH BE, Hall (Regents: 1969).

CONTEMPORARY SPOKEN ENGLISH, last part, BOOK TWO AND BOOK THREE, Lane and Kirkland (Crowell: 1968).

ENGLISH GRAMMAR EXERCISES, BOOKS I and 2, ELS (Collier Macmillan: 1965).

* ENGLISH SELF TAUGHT, BOOKS 3 and 4, Hall (Regents: 1971).

LET'S TALK, Finocchiaro (Regents: 1970).

MASTERING SPOKEN ENGLISH, WORKBOOK I, Taylor (McGraw Hill: 1965).

PREPOSITION, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

Readers

ELEMENTARY COMPREHENSION PIECES, Hill (Oxford University Press: 1965).

ENGLISH STORIES FOR REPRODUCTION, Hill (Oxford University Press: 1965).

FOLK TALES I, Neumeyer and Thorpe (Houghton Mifflin: 1973).

ORIENTATION IN AMERICAN ENGLISH, LEVEL TWO, READER TWO (yellow), Hall and Costinett (IML: 1971).

OXFORD READING EXERCISE SERIES, Dale and Sheeler (Oxford: 1973).
The Whistler

* Tapes available

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Readers (cont'd)

READING PLUS--LEVEL A (Addison-Wesley: 1976).
Danger Ahead
One of a Kind
Two Champions
Sour Grapes

SOUNDS AND SYLLABLES, Hall (Regents: 1967).

VISITING THE USA, Melrose (ELS: 1971).

Note: There are five readily-available sources of inexpensive ESL readers, each with extensive, graded book lists. Teachers are encouraged to write these publishers for catalogues (see Publishers' list in Appendix) and choose for themselves from the wealth of reading materials available.

Collier Macmillan (graded by vocabulary)
Longman (graded by structure and vocabulary-books available in American English)
Oxford University Press (graded by vocabulary-books available in American English)
Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)
Regents (graded by vocabulary: some readers keyed to the English 900 series)

Writing/Spelling

BEGINNING COMPOSITIONS THROUGH PICTURES, Heaton (Longman:1975).

COMPOSITION THROUGH PICTURES, Heaton (Longman: 1966).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute Crowell: 1966).

HANDWRITING WORKBOOK, Markley (English Language Services: 1977).

HELP YOURSELF TO READ, WRITE AND SPELL, BOOK I, Loesel (Ginn and Co.: 1965).

PICTURE COMPOSITION BOOK, Hill (Longman: 1960).

SITUATIONAL ENGLISH LANGUAGE PICTURE SERIES (Longman: 1966).

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Writing/Spelling (cont'd)

10 STEPS, A COURSE IN CONTROLLED COMPOSITION, Brookes and Withrow (LINC: 1974).
Teacher's manual

WRITE, Mellgren-Walker (Addison-Wesley: 1976).

WRITTEN ENGLISH, Rainsbury (Prentice-Hall: 1977).

Listening/Speaking

ACTIVE ENGLISH, PRONUNCIATION AND SPEECH, Bens (Prentice-Hall: 1977).

BETWEEN YOU AND ME, GUIDED DIALOGUES FOR CONVERSATION PRACTICE, (Newbury-Nelson: 1974).

BOOK B: SIGN LANGUAGE, Richey (Janus Book Publishers: 1976).

BOOK C: SIGN LANGUAGE, Richey (Janus Book Publishers: 1976).

ENGLISH CONVERSATION PRACTICE, Taylor (McGraw Hill: 1976).

ENGLISH PRONUNCIATION, Lado and Fries (University of Michigan Press: 2nd revised addition).

ENGLISH SING IT, Grenough (McGraw Hill: 1976).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute (Crowell: 1966).

GUIDED ENGLISH CONVERSATION, Maley (Newbury).

* LISTEN AND GUESS, Allen and Allen (McGraw Hill: 1966).
tapes, records, lab books

* ORIENTATION IN AMERICAN ENGLISH, TAPEBOOK 2, (IML: 1971).

PRACTICE THROUGH PICTURES, DRILLS IN ENGLISH SENTENCES PATTERNS Heaton (Longman: 1971).

See also "Dictionaries for Students" (p
" Periodicals for Students" (p

* Tapes available

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ESL 300

PREREQUISITES

Successful completion of ESL 200, or an oral interview and the following EPT A/B, C/D scores:

Beginning of semester: 30-37 Middle: 35-37 End: 37 and out

If students score 37 or more on A/B, C/D, at the beginning of the semester or 40 at the middle or end, the EPT G/H test must be given. The following G/H scores are applicable to ESL 300:

Beginning and middle of semester: 0-14 End, 0-18

Placement must be determined by both the student's oral ability and test score. In addition, an on-the-spot sample of student writing is recommended.

OBJECTIVES

General

ESL 300 is a settling-in time, when students assimilate what they have learned. They discuss, both orally and in simple written paragraphs, many subjects with a certain degree of accuracy as well as fluency. The students might be expected to reach a learning plateau at some time during the semester. From this transitional level, students move into more advanced classes where they will develop a more sophisticated use of the language.

Specific

I. Listening

Students will be able to:

A. Respond to oral directions and instructions

B. Distinguish the individual sound segments of English

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C. Distinguish semantic change by interior shifting of stress and intonation within a one-word sentence

e.g., The boy likes candy. (Implies someone else does not)

The boy likes candy. (Implies reassurance of doubter)

The boy likes candy. (Implies he does not like something else)

D. Participate in conversations with classmates and teacher

E. Understand simple stories and jokes

II. Oral Production

Students will be able to:

A. Generate more complicated questions and statements in basic conversation

B. Interview classmates about personal backgrounds and classroom activities

C. Plan in small groups to carry out classroom activities

D. Recount events and incidents

E. Converse informally

III. Reading

Students will be able to:

A. Read and recount simple stories and adapted newspaper and magazine articles

B. Read for explicit information

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C. Read for enjoyment

IV. Writing

Students will be able to:

A. Write complete sentences using structural forms mastered up to this point

B. Write dictated sentences based on oral work and reading materials

C. Write controlled and original narrative and descriptive paragraphs when supplied with simplified models and outlines

D. Use correct writing format, spelling, and punctuation, including rules for direct quotation

E. Apply phonological rules of English spelling

V. Special Skills

Students will be able to:

A. Use American English/English dictionaries for spelling, pronunciation, and meaning, including alternative meanings

B. Gather limited information from encyclopedias and other reference works

C. Familiarize themselves with traffic regulations for safety and for obtaining drivers' licenses

D. Fill out simple job applications

E. Use telephone directory information, including yellow pages (services, rates, telephone numbers, maps, time zones, etc.)

F. Identify and differentiate bank services (money orders, personal checks, credit cards, savings accounts, loans

and non-bank credit systems (charge accounts, gasoline credit cards, installment buying)

G. Give and follow directions to specific destinations

H. Pronounce common first and last names

I. Converse about holidays and celebrations observed in the United States

APPROACH -- METHODS AND MATERIALS

In general, the methods of instruction at ESL 300 follow those of ESL 100 and 200, emphasizing oral skills, including dialogues, role-playing, oral drills and pronunciation work. Writing must be taught as an essential and effective tool of language learning. There is a need for dictation drills and for spelling exercises related to phonology. In addition to reading selections, texts and pictures, films with simple narration or silent films can be used. Games, crossword puzzles, and charades are also effective ways of introducing and reinforcing new vocabulary.

See the introduction for a general discussion of ESL methodology and other information relevant to this level.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

ESL 300

Vocabulary

Idioms and slang expressions

Expansion of vocabulary through the study of prefixes, suffixes and derivatives

Synonyms, antonyms and homonyms

Holidays and celebrations

Geography (Bay Area, California and the U. S.)

Places of local interest (museums, parks, libraries, etc.)

Information concerning immigration and other agencies serving immigrants

Structure

I. Sentence Types

A. Review

1. Simple statements (100)

2. Compound sentences with coordinating conjunctions (100)

3. Requests and commands (100, 200)

4. Affirmative and negative questions and answers (100, 200)

5. Tag questions (200)

6. Negative statements (200)

B. Introduce

1. Complex sentences

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a. Noun clauses -- statements and questions

e.g., He bought what I wanted. Did he buy what you wanted?

You know how to get to City Hall. Do you know how to get to City Hall?

I saw where he lived. Did I see where he lived?

They know when it arrives. Do they know when it arrives?

She doesn't know who he is. Does she know who he is?

b. Adjective clauses, including the deletion of "that" or "which"

e.g., He is the man who came.

This is the book that I bought.

This is the book I bought.

This is a store which I like.

This is a store I like.

c. Adverb clauses (when, before, after, until)

e.g., When we are sick we do not go to school.

d. Adverb clauses with "if"

e.g., If you need me, I will go.

She would go if she had money.

If I were you, I would study harder.

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They would have seen her if she'd been there. (optional)

2. Direct/Indirect speech

e.g., He said, "I did it." He said that he did it.

She asked me, "Can I do it?" She asked me if she could do it.

II. Verbs

A. Review

1. Simple present (100)

2. Simple past (100)

3. "Going to" future (100)

4. Present continuous (100)

5. Present perfect (200)

6. Passive -- simple present, simple past (200)

7. Modals (100, 200)

8. Irregular verbs (100,200)

9. Subject-verb agreement (100)

B. Introduce

1. Past continuous

e.g., He was taking a bath when the telephone rang.

2. Past perfect

e.g., He had lived in Canton most of his life before he went to Hong Kong.

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3. Separable and inseparable two-word verbs

   e.g., She put it off until later.

   They ran into her downtown.

4. "Say" vs. "Tell"

   e.g., He told me a true story.

   He said that the story was true.

5. Idiomatic verb phrases with "have got"

   e.g., He's got a cold.

   I've got to get back to work.

6. Idiomatic verb phrases (have to, had better)

7. Future conditional

   e.g., If we finish, I will be surprised.

8. Present conditional

   e.g., If I were you, I would see a doctor.

9. Would rather/would rather....than...

   e.g., They would rather not work today.

   They would rather work today than be fired.

10. Verbs followed by gerunds and/or infinitives

    e.g., He enjoys swimming.

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She decided to go to Hawaii.

They like going to the movies.

They like to go to the movies.

11. (Optional: perfect continuous) (400)

12. (Optional: passive with present continuous, past continuous, "going to" future)(400)

III. Nouns

A. Review

1. Countable and uncountable (100)

2. Irregular plurals (100,200)

3. Nouns used as adjectives (200)

4. Gerunds as subjects (200)

IV. Pronouns

A. Review

1. Possessive Pronouns (100)

2. Word order of pronouns used as direct and indirect objects (200)

3. Indefinite Pronouns (100, 200)

B. Introduce

Reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves)

V. Adjectives

A. Review

1. Possessive adjectives (100)

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2. Articles (100)

3. Present and past participles as adjectives (200)

4. Comparatives and superlatives (100, 200)

B. Introduce

Adjective Phrases, including word order

e.g., The woman in the corner is my sister.

She is the girl with the red dress.

VI. Adverbs

A. Review

1. Adverbs of frequency, place, manner and time, including sequence (100, 200)

2. Intensifiers (too, enough, very) (200)

3. Comparison of adverbs (200)

4. Adverb phrases (200)

5. Sequencing of adverbs of frequency, place, manner and time (200)

VII. Prepositions

Review all prepositions and preposition word groups (100, 200)

VIII. Conjunctions

A. Review

Use of conjunctions in compound sentences (100, 200)

B. Introduce

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1. Subordinating conjunctions (see complex sentences)

2. (Optional: in spite of, despite, regardless of, because of, on account of) (400)

EVALUATION

Teachers evaluate the students' progress and the course on both subjective and objective information obtained from their oral work as well as their performance in dictations, exercises, teacher-made tests, group work and general performance in class. Consultation between teachers of the same student take place during and at the end of the semester. This evaluation of students' progress is an important means of determining problem areas and promotion.

See the section on testing and evaluation in the introduction for additional information.

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TEXTS FOR ESL 300

Multi-Purpose Texts

ACCESS TO ENGLISH, BOOK 2, Breckenridge (McGraw Hill: 1973).

ACTIVE CONTEXT ENGLISH, BOOK 3, Brinton, Plumb and White (Macmillan (England): 1974).

ADULT ENGLISH THREE, Chapman (Prentice-Hall: 1978).

AMERICAN KERNAL LESSONS INTERMEDIATE, O'Neill, Kinsbury, Yeadon and Cornelius, Jr. (Longman: 1978).

A CONVERSATION BOOK-ENGLISH IN EVERDAY LIFE, BOOK 2, Carver and Fotinos (Prentice-Hall: 1977).

CONVERSATIONAL ENGLISH, Brown and Sandbury (Xerox: 1969).

* ENGLISH FOR A CHANGING WORLD, BOOK 3, Wardhaugh (Ed.) (Scott Foresman and Co.: forthcoming 1977).
Teacher' manual, student workbook, posters, cue book

* ENGLISH FOR INTERNATIONAL COMMUNICATION, BOOK 4, Yorkey, et al (American Book Co.: 1978).
Teacher's guide, workbook

* ENGLISH FOR TODAY, BOOK 2, (Rev.) NCTE (McGraw Hill: 1972).
Teacher's manual, workbook

INTERMEDIATE ENGLISH FOR ADULTS, Iwataki, et al., (Modulearn Inc.: 1975).
Teacher's manual, visuals

AN INTRODUCTION TO CANADIAN ENGLISH, Martin (Rev.) New Canadian Publications: 1976).
Teacher's manual

* LADO ENGLISH SERIES, BOOK 3, Lado (Regents: 1976).
Teacher's manual, workbook

LANGUAGE AND LIFE IN THE USA, VOLUME I, Doty and Ross (Harper and Row: 1973).

LET'S LEARN ENGLISH, BOOKS 2 and 3, McGillivray (American: 1971).
Teacher's manual, workbook, skillbook, reader

* Tapes available

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TEXTS FOR ESL 300

Multi-Purpose Texts cont'd.

* MODERN AMERICAN ENGLISH, BOOKS 3 and 4, Dixson (Regents: 1971).
  Teacher's manual, workbook, skillbook, reader

* NEW ENGLISH 900, BOOK 4, ELS (Macmillan/ELS: 1978).
  Teacher's manual, reader, workbook

* NEW HORIZONS IN ENGLISH, BOOK 4 Mellgren-Walker (Addison-Wesley: 1974).
  Teacher's manual, workbook

NEW WAYS TO ENGLISH 3 (ELS International: 1976).

NO HOT WATER TONIGHT, Bodman and Lanzano (Collier-MacMillan: 1975).

* ORIENTATION IN AMERICAN ENGLISH, TEXT 4, Hall (IML: 1972).
  Teacher's manual, workbook, tapebook

PRACTICAL CONVERSATION IN ENGLISH FOR THE ADVANCED STUDENT, Hall (Regents: 1967).

* PREVOCATIONAL ENGLISH, TEXT 2, Ruthoi (Institute of Modern Languages: 1971).

* WELCOME TO ENGLISH, BOOK 4, Sheeler (Oxford University Press/ ELS: 1977).
  Teacher's guide, workbook

Grammar

AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK 3, Nadler (ALI-NYU: 1971).
Teacher's manual, laboratory book, reader, composition book, pronunciation book

BUILDING ENGLISH SENTENCES WITH ONE VERB, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH TWO VERBS, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBS AND VERB PHRASES, Hall (Regents: 1973).

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TEXTS FOR ESL 300

Grammar (cont'd)

CONTEMPORARY SPOKEN ENGLISH, BOOKS 4 and 5, Kane and Kirkland (Crowell: 1967).

DRILLS IN ENGLISH, Stieglitz (Regents: 1970).

ENGLISH GRAMMAR EXERCISES, BOOK 2, ELS (Collier-Macmillan: 1965).

ENGLISH PATTERN PRACTICE, Lado and Fries (University of Michigan Press: 1970).

* ENGLISH SELF TAUGHT, BOOKS 5 and 6, Hall (Regents: 1974).

ENGLISH SENTENCE STRUCTURES, Krohn (University of Michigan Press: 1972).

ESL GRAMMAR WORKBOOK, BOOK I, Dart (Prentice-Hall: 1979).

GRADED EXERCISES IN ENGLISH, Dixson (Regents: 1971).

THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
Adjectives 1
Adjectives 2
Nouns
Prepositions 1
Two Word Verbs
Verbs

LET'S WRITE ENGLISH, BOOK I, Wishon and Burks (American: 1968).

MODERN ENGLISH, VOLUME I (2nd Edition), Rutherford (Harcourt Brace Jovanovich: 1975).

PRACTICE, PLAN AND WRITE, BOOK I, Matthews and Tura (American Book Co.: 1973).

PREPOSITION, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

PRONOUNS AND DETERMINERS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

REVIEW EXERCISES FOR ENGLISH AS A FOREIGN LANGUAGE, Allen Allen (Crowell: 1971).

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TEXTS FOR ESL 300

Grammar (cont'd)

VERB CHOICES AND VERB FORMS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

VERBS IN ACTION, Ferreire (Newbury House: 1978).

Readers

ALL IN A DAY'S WORK, Baygell, Ackerman (Globe: 1974).

AMERICAN ENGLISH, READINGS I, Scaun et al. (ALI-NYU: 1971).

AMERICAN FOLKTALES, BOOK I, Binner (Crowell: 1968).

BRIDGES TO FEAR, Yamamoto, (Newbury House: 1977).

ELEMENTARY COMPREHENSION PIECES, Hill (Oxford: 1963).

FOLK TALES I, Neumeyer, Thorpe (Houghton-Mifflin: 1973).

INTERNATIONAL FOLKTALES, BOOK I, Binner (Crowell: 1970).

LEGENDS, Goodman, Pierce, Wager (Houghton Mifflin: 1973).

ORIENTATION IN AMERICAN ENGLISH, READER 3, Costinett (IML: 1970).

OXFORD READING AND EXERCISE SERIES, Dale and Sheeler (Oxford: 1973).
The Whistler
The Angry Sea

READING TODAY'S ENGLISH, BOOK I, Pierce and Humbarger (Steck-Vaughn: 1975).

SOAP AND WATER, Bosson (Newbury House: 1977).

STRUCTURE GRADED READING IN ENGLISH, BOOK 3, Costinett (Gemini: 1970).

SUPERSTITION, Woods (Evans Brothers United: 1976).

TOWARD A BETTER WORLD, McGillivray and Echols (American 1963).

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TEXTS FOR ESL 300

Readers (cont'd)

TURNING POINT: A COLLECTION OF SHORT BIOGRAPHIES, Kieszak (Globe: 1973).

Note: There are five readily-available sources of inexpensive ESL readers, each with extensive, graded book lists. Teachers are encouraged to write these publishers for catalogues (see Publishers' List in Appendix) and choose for themselves from the wealth of reading materials available.

Collier Macmillan (graded by vocabulary)
Longman (graded by structure and vocabulary - books available in American English)
Oxford University Press (graded by vocabulary - books available in American English)
Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)
Regents (graded by vocabulary: some readers keyed to the English 900 series)

Writing/Spelling

AMERICAN ENGLISH GUIDED COMPOSITION, Baskoff (Didier: 1971).

ANANSE TALES, A COURSE IN CONTROLLED COMPOSITION, Port & Dykstra (Teacher's College Press: 1966).
Teacher's manual

BEGINNING COMPOSITION THROUGH PICTURES, Heaton (Longman: 1975).

COMPOSITION THROUGH PICTURES, Heaton (Longman: 1966).

CONSTRUCTING SENTENCES, RAND (Holt, Rinehart, Winston: 1969).

ELEMENTARY COMPOSITION PIECES, Hill (Oxford: 1964).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute (Crowell: 1966).

GUIDED WRITING AND FREE WRITING: A TEXT IN COMPOSTION FOR ESL, (rev.) Robinson (Harper Row: 1975).

HANDWRITING WORKBOOK, Markley (English Language Services: 1977).

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Writing/Spelling (cont'd)

KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
letter writing

LISTENING DICTATION, Morley (University of Michigan Press: 1975).

ORIENTATION IN AMERICAN ENGLISH, READER 3, Costinett (IML: 1970)

PICTURE COMPOSITION BOOK, Hill (Longman: 1960).

PRACTICE, PLAN AND WRITE, BOOK I, Matthews and Tura (American Book Co.: 1973).

PUT IT IN WRITING, Howatt (Oxford: 1970).

STEPS TO COMPOSITION, Alt and Kirkland (Georgetown: 1973).

STRUCTURE GRADED READINGS IN ENGLISH, BOOK 2, Costinett (Gemini: 1970).

10 STEPS, A COURSE IN CONTROLLED COMPOSITION, Brookes and Withrow (LINC: 1974).
Teacher's manual

WRITE, Mellgren-Walker (Addison-Wesley: 1976).

WRITTEN ENGLISH, Rainsbury (Prentice-Hall: 1977).

Listening/Speaking

AMERICAN ENGLISH: PRONUNCIATION AND DICTATION, Marelli (Didier: 1971).

BETWEEN YOU AND ME: GUIDED DIALOGUES FOR CONVERSATION PRACTICE, Malay (Newbury-Nelson: 1974).

CONVERSATIONAL ENGLISH, Brown and Sandbury (Xerox: 1969).

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1975).

ENGLISH CONVERSATION PRACTICE, Taylor (McGraw Hill: 1967).

ENGLISH CONVERSATION PRACTICES, Phinney, Hok, Minkewitz (University of Michigan Press: 1968).

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Listening/Speaking (cont'd)

ENGLISH: SING IT, Grenough (McGraw Hill: forthcoming 1976).

ENGLISH PRONUNCIATION, Lado and Fries (University of Michigan Press: 2nd edition revised).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute (Crowell: 1966).

ENGLISH TELEPHONE CONVERSATIONS, Ferguson (Collier-Macmillan: 1974).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press: 1972
Teacher's manual, student's book

INTERMEDIATE STORIES FOR REPRODUCTION, Hill (Oxford University Press: 1965).

LET'S TALK, Finocchiaro (Regents: 1970).

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNCIATION, ELS (Collier-Macmillian: 1966).
Consonants and Vowels
Stress and Intonation #1
Stress and Intonation #2

LISTENING DICTATION, Morley (University of Michigan: 1975).

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett (Harcourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

* ORIENTATION IN AMERICAN ENGLISH, TAPEBOOK 3 (IML: 1971).

PRACTICE THROUGH PICTURES, DRILLS IN ENGLISH SENTENCE PATTERNS, Heaton (Longman: 1971).

SKITS IN ENGLISH, Hines (Regents: 1973).

SPOKEN AMERICAN ENGLISH, Yang (Yang's Press: 1973).

See also "Dictionaries for Students" (p.)
"Dictionaries for Students" (p.)

* Tapes available

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ESL 400

PREREQUISITES

Successful completion of ESL 300, or an oral interview and a score of 37 or more on EPT A/B, C/D and the following EPT G/H scores:

Beginning of semester: 15-18 Middle: 16-25 End: 19-27

If students score below 15 on EPT G/H, the EPT A/B, C/D must be given.

In addition, an on-the-spot sample of the student's writing is recommended. Placement must be determined by both the student's oral ability and test score.

OBJECTIVES

General

In ESL 400 students can use the language rather than simply manipulate it. They expand their general ability to communicate and conduct affairs in oral and written English. Because it is a practical possibility for students to enter vocational programs and hold jobs in English speaking environments, they are encouraged to speak and listen to English as much as possible outside the classroom. Since students begin to show interest in acquiring a high school diploma, entering CCSF or other institutions of higher learning, they begin to read and write materials that contain abstract vocabulary and thought that may be academic in content.

Specific

I. Listening

Students will be able to:

A. Respond to oral directions and instructions

B. Understand and respond to English spoken at a normal rate in restricted subject areas such as topics covered in class, in student activities, or in short narratives

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C. Participate in conversation with classmates

II. Oral Production

Students will be able to:

A. Interview classmates about their lives, opinions and classroom activities

B. Give short planned presentations on subjects with which they are familiar

C. Recount events and incidents

D. Summarize material studied in class

E. Plan in small groups to carry out classroom projects

F. Converse informally

III. Reading

Students will be able to:

A. Identify main ideas in paragraphs and complete selections

B. Read simple narrative and conversational material (with uncomplicated themes)

C. Define meaning of unknown vocabulary from context

D. Distinguish relations of time, cause and effect, and condition (passive vs. active voice, "if" vs. "when," etc.)

E. Read for explicit information

F. Read for implied information

G. Scan for specific details

H. Read for enjoyment

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ESL 400

IV. Writing

Students will be able to:

A. Expand a simple sentence by adding modifying words, clauses, and phrases

B. Write descriptions and narrations in paragraphs

C. Summarize reading and spoken material

D. Punctuate a simple sentence and the complex sentences studied in ESL 200-400

E. Apply phonological rules of English spelling

F. Write dictations of paragraph length

V. Special Skills

Students will be able to:

A. Use maps for neighborhoods, cities, bus lines, highways

B. Use American English/English dictionaries for pronunciation and definitions

C. Use libraries for pleasure reading and simple research

D. Use daily newspapers (want ads, movie schedules, display ads, entertainment, etc.)

E. Fill out application forms for jobs

F. Present themselves effectively at job interviews

G. Take various types of standardized tests

H. Pronounce common last names

I. Understand simple American humor

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J. Discuss and describe holidays and celebrations observed in the United States

K. Use telephone directory information, including yellow pages (services, rates, telephone numbers, maps, time zones, etc.)

APPROACH -- METHODS AND MATERIALS

Emphasis in ESL 400 is on refinement of material already introduced in previous classes, with stress on comprehension and expansion of structural forms with special attention to why the structures or forms are used. Students generate original ideas orally and in writing using materials from previous lessons. The diverse linguistic and educational backgrounds of students make it imperative for the teacher to be aware of individual gaps in the use of basic structures and to adapt materials accordingly. Students are encouraged to acquaint themselves with their environment, especially social services, vocational, cultural and educational facilities.

Students participate in controlled and time-limited discussions of current events of general interest, particularly on culturally relevant subjects. Emphasis is now on increasing vocabulary and on producing appropriate structures in contextual situations. At this level, reading is for enjoyment as well as comprehension. Writing is now expanded for originality and use of more complex sentence patterns. Methods include "free" as well as guided writing. Coherence and refinement of structure are emphasized. The teacher, at all times, encourages participation in oral and written work.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level

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depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Words taken from class conversations and class materials

Word derivatives formed by affixes (prefixes and suffixes)

Synonyms, antonyms and homonyms

Idioms and slang expressions

Holidays and celebrations

Places of local interest

Structure

I. Sentence Types

A. Review

1. Compound sentences with coordinating conjunctions (100, 200)

2. Complex sentences

a. Noun clauses in object position (300)

b. Adjective clauses (300)

c. Adverb clauses (300)

3. Direct and indirect speech (300)

B. Introduce

1. Sentences with conjunctive adverb and semicolon

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e.g., She didn't study; however, she did well on the test.

2. Complex sentences

a. Clauses with "so" and "so that"

e.g., He learned English so he could get a job.

b. Word order of embedded questions

e.g., Do you know what time it is?

Can you tell me where Nell is?

c. Deletion of relative pronoun and "be"

e.g., The woman sitting next to me is a teacher.

A student called John will meet you tonight.

3. Sentences with "in spite of," "because of," "despite," "regardless of," "on account of"

II. Verbs

A. Review

1. Simple present, simple past, future, present perfect (100, 200)

2. Past perfect (300)

3. Past continuous (300)

4. Separable and Inseparable two-word verbs (300)

5. Modals (100, 200)

6. Idiomatic verb phrases ("be used to," "would rather," "had better," "have to") (300)

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7. "Say" vs. "Tell" (300)

8. Subject-verb agreement (100)

9. Conditional (present and future) (300)

10. Verbs followed by gerunds and/or infinitives (300)

B. Introduce

1. Present continuous passive

e.g., A movie is being shown now.

2. Past continuous passive

e.g., A movie was being shown when the fire drill started.

3. "Going to" future passive

e.g., A movie is going to be shown tomorrow.

4. Present perfect passive

e.g., The movie has been shown before.

5. Past perfect passive

e.g., I arrived after the movie had been shown.

6. Present perfect continous

e.g., I have been living in the same house for twenty years.

7. Past forms of modals

e.g., I should have gone yesterday.
You must have studied hard
She may have gotten married.

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8. Causative verb forms

e.g., They got me to write this.
We had our car washed.

9. Past conditional

e.g., If they had studied, they would have learned more

10. "If" clauses vs. "wish" form

e.g., If Jan were here now, I would be very happy.
I wish Jan were here now.

She wishes that she had known about the problem then.

11. (Optional: past perfect continuous) (500)

12. (Optional: future perfect continuous) (500)

III. Nouns

A. Review

Gerunds as subjects (200)

B. Introduce

1. Comparisons of nouns

e.g., I have more time than money.

2. Multiple adjective word order before a noun

e.g., It was a big old tumble-down wooden house.

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3. "No" vs. "Not"

e.g., I have no information.

I don't have any information.

IV. Pronouns

Review all pronouns, especially used as direct and indirect objects/indefinite pronouns and reflexive pronouns (100, 200, 300)

V. Adjectives

A. Review

1. Adjective phrases (300)

2. Word order in adjective clauses (300)

3. Comparatives and superlatives (100, 200)

4. Past and present participles as adjectives (300)

B. Introduce

1. Past and present participles used as adjectives stressing contrast in meaning

e.g., She is a boring person.

She is bored.

2. Adjectives with prepositions (to be ready for, to be excited about, to be afraid of)

VI. Adverbs

A. Review

1. Word order of adverbs of frequency, manner, place and time (200)

2. Adverb phrases (200)

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b. Introduce

Correlative conjunctions (either...or, neither...nor, both...and, not only...but also)

EVALUATION

Teachers evaluate the students' progress and the course on both subjective and objective information obtained from students' oral work as well as on their performance in compositions, dictations, exercises, and teacher-made tests. Teacher-made cloze-procedure tests can also provide objective evaluations of the overall student performance at this level. Consultations between teachers of the same student take place during and at the end of the semester.

See the section on testing and evaluation in the introduction for additional information.

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TEXTS FOR ESL

Multi-Purpose Texts

AMERICAN KERNAL LESSONS, INTERMEDIATE, O'Neill, Kingsbury, Yeadon and Cornelius (Longman: 1978).
Student's book

* COMPLETE COURSE IN ENGLISH, BOOK 3, Dixson (Regents: 1972).

A CONVERSATION BOOK - ENGLISH IN EVERYDAY LIFE, BOOK 2, Carver and Fotinos (Prentice-Hall: 1977).

CONVERSATIONAL ENGLISH, Brown and Sandbury (Xerox: 1969).

CONVERSATIONS IN ENGLISH: POINTS OF DEPARTURE, Dobson and Sedwick (American: 1975).

* ENGLISH FOR TODAY, BOOK 3, NCTE (McGraw Hill: 1972).
Teacher's manual, workbook

AN INTRODUCTION TO CANADIAN ENGLISH, Martin (New Canadian Publications: 1972).
Teacher's guide

IT'S ALL IN A DAY'S WORK, Draper and Sather (Newbury House: 1977).

* LADO ENGLISH SERIES, BOOK 4, LADO (Regents: 1974).
Workbook

LANGUAGE AND LIFE IN THE USA, VOLUME 1, Doty and Ross (Harper Row: 1973).

LET'S LEARN ENGLISH, BOOK 4, Wright, Barrett and Katranides (American: 1971).

* MODERN AMERICAN ENGLISH, BOOKS 4 AND 5, Dixson (Regents: 1971).
Teacher's manual, workbook

MODERN ENGLISH, VOLUME 1 (2nd ed.), Rutherford (Harcourt, Brace Jovanovich: 1975).

* NEW ENGLISH 900, BOOK 5, ELS (Macmillan ELS: 1978).

* Tapes available

TEXTS FOR ESL 400

Multi-Purpose Texts (cont'd)

* NEW HORIZONS IN ENGLISH, BOOK 5, Mellgren-Walker (Addison-Wesley: 1974).
  Teacher's manual, workbook

* ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

* PRACTICAL CONVERSATIONS IN ENGLISH FOR THE ADVANCED STUDENT (Regents: 1967).

* WELCOME TO ENGLISH - BOOK 5, Sheeler (Oxford University Press/ELS: 1977).
  Teacher's guide

YESTERDAY AND TODAY IN THE USA, Live (Prentice-Hall: 1977)

Grammar

AMERICAN ENGLISH GRAMMATICAL STRUCTURE, BOOK 4, Nadler (ALI-NYU: 1971).
Teacher's manual, laboratory book, reader, composition book, pronunciation book

BUILDING ENGLISH SENTENCES WITH ADJECTIVES, Hall (Regents: 1973).

BUILDING ENGLISH SENTENCES WITH ADVERBS, Hall (Regents: 1971).

BUILDING ENGLISH SENTENCES WITH AUXILIARY VERBS, Hall (Regents: 1973).

BUILDING ENGLISH SENTENCES WITH TWO VERBS, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBALS, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBS AND VERB PHRASES, Hall Regents: 1963).

DRILLS IN ENGLISH, Stieglitz (Regents: 1970).

ENGLISH GRAMMAR EXERCISES, BOOKS 2 and 3, ELS (Collier-Macmillan: 1965).

ENGLISH PATTERN PRACTICE, Lado and Fries (University of Michigan Press: 1970).
Charts

* Tapes available

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TEXTS FOR ESL 400

Grammar (cont'd)

* ENGLISH SELF TAUGHT, BOOKS 7 and 8, Hall (Regents: 1974).

ENGLISH SENTENCE STRUCTURES, Krohn (University of Michigan Press: 1972).

ESL GRAMMAR WORKBOOK - BOOKS 1 and 2, Dart (Prentice-Hall: 1978).

EXTRA DRILLS AND PRACTICES, Sheeler (Oxford Univeristy Press/ ELS: 1978).

GRADED EXERCISES IN ENGLISH, Dixson (Regents: 1971).

GRAMMAR AND DRILLBOOKS, Sheeler (Oxford University Press/ELS: 1978).

THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
Adjectives 1
Adjectives 2
Nouns
Prepositions 1
Prepositions 2
Two Word Verbs
Verbs

LET'S WRITE ENGLISH, BOOK 1, Wishon and Burks (American: 1968).

MODERN ENGLISH, VOLUME 1 (2nd Edition), Rutherford (Harcourt Brace Jovanovich: 1975).

PRACTICE, PLAN AND WRITE, BOOK 1, Matthews and Tura (American Book Co.: 1973).

PREPOSITIONS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

PRONOUNS AND DETERMINERS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

READING YOUR WAY TO ENGLISH, BOOK 1, Fitzgerald (Newbury: 1974).

REVIEW EXERCISES FOR ENGLISH AS A FOREIGN LANGUAGE, Allen and Allen (Crowell: 1971).

* Tapes available

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TEXTS FOR ESL 400

Grammar cont'd

VERBS CHOICES AND VERB FORMS, DYAD LEARNING PROGRAM, Pack (Newbury House 1977).

VERBS IN ACTION, Ferreire (Newbury House: 1978).

Readers

AMERICAN ENGLISH, READING II AND III, Scaun et al. (ALI-NYU: 1971).

AMERICAN FOLKTALES, BOOK 2, Binner (Crowell: 1968).

CONTROLLED READING STUDY GUIDE, SET DA, White et al. (Educational Development Lab: 1965).

ELEMENTARY STORIES FOR REPRODUCTION, Hill (Oxford: 1974).

ENCOUNTERS, Pimsler and Berger (Harcourt Brace Jovanovich: 1974).

FABLES, Kohl (Houghton Mifflin Co,: 1973).

FOLKTALES I, Neumeyer, Thorpe (Houghton Mifflin Co.: 1973).

FOLKTALES II, Neumeyer, Thorpe (Houghton Mifflin Co.: 1973).

HOW TO GET ALONG ON THE JOB, Cooper and Ewing (Holt, Rinehart and Winston: 1966).

IDEAS IN ENGLISH, Saitz and Stieglitz (Winthrop: 1974).

INTERNATIONAL FOLKTALES, BOOK 2, Binner (Crowell: 1970)

MINI-UNITS IN READING - BOOKS I and 2, Fox and Weiner (Globe Book Co.: 1976).

OXFORD READING AND EXERCISE SERIES, Dale and Sheeler (Oxford: 1973).
The Angry Sea
Winds of Virtue

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Readers (cont'd)

READING AND CONSERVATION FOR INTERMEDIATE AND ADVANCED STUDENTS, BOOK I (ELS: 1965).

READING TODAY'S ENGLISH, BOOK 2, Pierce, Humbarger (Steck-Vaughn: 1975).

READINGS AND CONVERSATIONS ABOUT THE U. S., ITS HISTORY AND ITS CUSTOMS I (English Language Services: 1976).

REAL LIFE READING SKILLS, Levin (Scholastic Book Services: 1977).

REAL STORIES, Katz, Chakers and Bromberg (Globe Book Co.: 1971).

STRUCTURE GRADED READINGS IN ENGLISH, BOOK 4, Costinett (Genini: 1970).

SUPERSTITION, Wooks (Evans Brothers United: 1976).

TRUTH AND TALES, Delgado et al. (Silver Burdett: 1967).

TURNING POINT: A COLLECTION OF SHORT BIOGRAPHIES, Kieszak (Globe: 1973).

USA: THE LAND AND PEOPLE, Dixson (Regents: 1968).

Note: There are five readily-available sources of inexpensive ESL readers, each with extensive, graded book lists. Teachers are encouraged to write these publishers for catalogues (see Publishers' List in Appendix) and choose for themselves from the wealth of reading materials available.

Collier Macmillan (graded by vocabulary)
Longman (graded by structure and vocabulary - books available in American English)
Oxford University Press (graded by vocabulary - books available in American English)
Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)
Regents (graded by vocabulary: some readers keyed to the English 900 series)

Writing/Spelling

AMERICAN ENGLISH GUIDED COMPOSITION, Baskoff (Dider: 1971).

ANANSE TALES, A COURSE IN CONTROLLED COMPOSTION, Port and Dykstra (Teacher's College: 1966).
Teacher's manual

BEGINNING COMPOSTION THROUGH PICTURES, Heaton (Longman: 1975).

COMPOSITION STEPS, Horn (Newbury House: 1977).

COMPOSITION THROUGH PICTURES, Heaton (Longman: 1966).

CONSTRUCTION SENTENCES, Rand (Holt Reinhart Winston: 1969).

ELEMENTARY COMPOSITION PIECES, Hill (Oxford: 1964).

GUIDED WRITING AND FREE WRITING (rev.), Robinson (Harper and Row: 1975).

KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).
Letter Writing

LET'S WRITE ENGLISH, Wishon and Burks (American: 1968).

LISTENING DICTATION, Morley (University of Michigan Press: 1976).

ORIENTATION IN AMERICAN ENGLISH, READER 3, Costinett (IML: 1970).

PICTURE COMPOSITION BOOK, Hill (Longman: 1960).

PRACTICE, PLAN AND WRITE, BOOKS 1 and 2, Matthews and Tura (American Book Co.: 1973).

PUT IT IN WRITING, Howatt (Oxford: 1970).

READING, THINKING, WRITING, Lawrence (University of Michigan Press: 1975).

STEPS TO COMPOSITION, Alt and Kirkland (Georgetown: 1973).

STRUCTURE READED READING IN ENGLISH, BOOK 2, Costinett (Gemini: 1970).
Teacher's manual

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TEXTS FOR ESL 400

Writing/Spelling (cont'd)

26 STEPS: A COURSE IN CONTROLLED COMPOSITION, Kunz (LINC: 1972). Teacher's manual

WRITE ME A REAM, Kunz and Vixcount (Teacher's College Press: 1973).

Listening/Speaking

AMERICAN ENGLISH, PRONUNCIATION AND DICTATION, Marelli (Didier: 1971).

CONVERSATIONAL ENGLISH, Brown and Sandbury (Xerox: 1969).

CONVERSATIONS IN ENGLISH, POINTS OF DEPARTURE, Dobson and Sedwick (American: 1975).

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1976).

DEVELOPING COMMUNICATIVE COMPETENCE: ROLEPLAYS IN ESL, Paulston, Britton, Burnett, Hoover (University of Pittsburgh: 1976).

ENGLISH CONVERSATION PRACTICES, Phinney, Hok and Mindewitz (University of Michigan Press: 1968).

ENGLISH IN SITUATIONS, O'Neill (Oxford: 1975).

ENGLISH PRONUNCIATION, Lado and Fries (University of Michigan Press: 2nd. edition revised)

ENGLISH SING IT, Grenough (McGraw Hill: 1976).

ENGLISH SOUNDS AND THEIR SPELLINGS, Allen, Allen and Shute (Crowell: 1966).

ENGLISH TELEPHONE CONVERSATIONS, Ferguson (Collier-Macmillan: 1975).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press: 1972).
Teacher's Manual, student's book

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TEXTS FOR ESL 400

Listening/Speaking

INTERMEDIATE STORIES FOR REPRODUCTION, Hill (Oxford University Press: 1965).

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNciation, ELS (Collier-Macmillan: 1966).
Consonants and Vowels
Stress and Intonation # 1
Stress and Intonation # 2

LISTENING DICTATION, Morley (University of Michigan Press: 1975).

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett (Harcourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

* ORIENTATION IN AMERICAN ENGLISH, TAPEBOOK 4(IML: .1971).

SKITS IN ENGLISH, Hines (Regents: 1973).

Vocabulary

AMERICAN IDIOMS AND IDIOMATIC USAGE, Dixson (Regents: 1973).

CONTEXTUALIZED VOCABULARY TESTS, TEXT 2, Hill (Oxford: 1970).

HANDBOOK OF AMERICAN IDIOMS, Wiener (Regents: 1958).

IDIOM DRILLS, MCCallum (Crowell: 1970).

IDIOMS IN ACTION: A KEY TO FLUENCY IN ENGLISH, Reeves (Newbury: 1975).
THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan. .....
Figurative expressions
Two Word Verbs
Vocabulary

* Tapes available

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Vocabulary (cont'd)

READING, SPELLING, VOCABULARY, PRONUNCIATION, BOOK 3, Lewis (Amsco: 1976).

Special English Series, ELS (Collier-Macmillan: 1966).

Agriculture
Aviation
Banking
Engineering
For Hotel Personnel
International Trade
Journalism
Medicine
Tourism

STUDY SKILLS FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE Yorkey (McGraw Hill: 1970).

VOCABULARY DEVELOPMENT, Deighton (Macmillan: 1964).

VOCABULARY IN CONTEXT, Franklin, Meikle, Strain (University of Michigan Press: 1968).

See also "Dictionaries for Students (p.
"Periodicals for Students" (p.

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ESL 500

PREREQUISITES

Successful completion of ESL 400 or an oral interview and the following EPT G/H scores:

Beginning of semester: 19-27 Middle: 26-32 End: 28-35

Placement must be determined by both the student's oral ability and test score.

In addition, an on-the-spot sample of the student's writing is recommended.

OBJECTIVES

General

In ESL 500 students work for facility and confidence in the use of oral and written English. They are prepared to move from this level to ESL 600 and from there, to high school, advanced ESL classes or vocational programs in preparation for specific jobs. It is now possible for them to participate more actively in life in the United States.

Specific

I. Listening

Students will be able to:

A. Follow television soap operas or simple narratives on TV, film or tape

B. Follow radio or TV quiz shows or newscasts

C. Follow casual conversations between native speakers

D. Respond to class visitors

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ESL 500

II. Oral Production

Students will be able to:

A. Discuss information from newspapers, radio, and TV

B. Initiate and participate in discussions using some expressions and vocabulary used in newspapers and radio and TV

C. Ask appropriate questions of visiting speakers

D. Engage in conversations outside of class with native English speakers (neighbors, teachers, students, store clerks, etc.)

E. Give oral presentations to class

F. Speak with understandable pronunciation, refining articulation, intonation and stress

III. Reading

Students will be able to:

A. Read more advanced selections consisting of entire paragraphs including some with abstract concepts

B. Identify main ideas in paragraphs and entire selections

C. Increase speed in silent reading

D. Preview a news article for main ideas from the title, subtitles, illustrations and captions

E. Deduce the meaning of unfamiliar vocabulary from context

F. Read for enjoyment

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IV. Writing

Students will be able to:

A. Write paragraph-length dictations

B. Punctuate correctly

C. Recognize and apply the principles of paragraph development and methods of English paragraph organization (chronological order, comparison and contrast, cause and effect)

D. Write free compositions in addition to controlled compositions

E. Write memory-dictations, in which students write down the main ideas of what they remember after the teacher has finished reading the dictation

F. Write letters and keep journals to practice self-expression

V. Special Skills

Students will be able to:

A. Refer to standard American English-English dictionaries for correct spelling and syllabification, pronunciation and stress, and definitions

B. Locate and collect resource material in a library for individual or group projects

C. Take notes from both written and oral classroom material

D. Write business and personal letters

E. Fill out applications

F. Take various types of standardized tests

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G. Participate in and observe cultural and community activities (BART, museums, symphonies, public libraries, etc.)

APPROACH -- METHODS AND MATERIALS

In ESL 500, a complete review of all subject matter previously taught is conducted wherever gaps are observed by the instructor. From there, expansion of these items is emphasized, with particular stress on the students' ability to create from their own oral and written ideas using the basic forms already learned. In order to develop ease in their second language, students should be given opportunities to speak with people from this and other countries as much as possible, perhaps to get specific information as part of a class assignment. The teacher will find the use of audiotapes and videotapes of TV and radio programs useful. Reading materials introduce more difficult vocabulary requiring more sophisticated comprehension. Writing becomes more complicated with the use of more complex sentence structures and composition organization in original writing. Oral reading may be conducted in limited amounts for refinement of pronunciation and intonation; it may also be useful for building speaking vocabulary from reading vocabulary.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items under "Course Content" is to be determined by the teacher.

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ESL 500

Vocabulary

Expansion of vocabulary in more advanced reading material

Words taken from class conversations, class materials

Pertinent vocabulary from radio, newspapers, and TV for discussion of current events and other class conversations

Study of prefixes, suffixes, and roots from Latin and Greek -- development of a noun, verb, adjective and adverb from a single root, and the grammatical constraints of each

Review and expansion of synonym, antonym, homonym vocabulary

Discussion of acronyms such as NATO, UNICEF, BART, etc. and their meanings

Structure

A determined effort is made in ESL 500 to encourage the student to depend more on English and less upon his native language. For this reason, all patterns and structures introduced in levels 100-400 are reviewed and reinforced, while developing more complex means of expression through nominalizations, subordination, conjunctions, and combinations of the three. In other words, an effort should be made throughout the course to move away from simple sentences, in which only one particular grammar point is illustrated, to more complex sentences.

I. Sentence types

A. Review

1. Direct and indirect speech (300)

2. Compound and complex sentences (100-400)

3. Sentences with "in spite of," "on account of," etc. (400)

ESL 500

II. Verbs

A. Review

1. Modals (100, 200)

2. Verb tenses: simple past, simple present, future, present continuous, past continuous, present perfect, past perfect, present perfect continuous (100-400)

3. Causative verb forms (400)

4. Irregular verbs (100-400)

5. Passive voice of all tenses listed in (2) above (200, 300, 400)

6. Separable and inseparable two-word verbs (300)

7. Sequence of tenses in sentences containing subordinate clauses (300)

8. Idiomatic verb phrases, especially "be used to," "would rather," "had better," "have to" (100, 200, 300)

9. Conditional past, present and future (300)

10. Verbs followed by gerunds and/or infinitives (300)

B. Introduce

1. Modal auxiliaries in past forms (modal + have + past participle)

e.g., They must have done it.

2. Future perfect

e.g., Next month I will have lived in San Francisco for two years.

3. Past perfect continuous

   e.g., She had been working for a long time before she got a raise.

4. Future perfect continuous

   e.g., By two o'clock, we will have been waiting for the plane for three hours.

5. Passive voice -- past perfect continuous, future perfect continuous (no forms -- must use past perfect passive, future perfect passive)

6. Future continuous conditional

   e.g., If he is living in San Francisco, we will visit him.

7. Present continuous conditional

   e.g., If he were living in San Francisco, we would visit him.

8. Present perfect continuous conditional

   e.g., If he has been living in San Francisco, he will know how to get downtown.

9. Past perfect continuous conditional

   e.g., If he had been living in San Francisco, he would have known how to get downtown.

10. Inseparable verbs of more than two words

    e.g., She came down with a nasty cold.

    He put up with her bad manners.

III. Nouns

A. Review

Gerunds (200, 300)

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B. Introduce

Appositives

e.g., Bob Beasley, my next door neighbor, bought an electric saw.

IV. Pronouns

Review reflexive and indefinite pronouns (100, 200, 300)

V. Adjectives

A. Review

1. Present and past participles used as adjectives (300, 400)

2. Multiple adjective word order before nouns (400)

3. Adjectives with prepositions (400)

4. Participles used as adjectives (400)

B. Introduce

Two and three-word adjective phrases

e.g., It's a fast-moving drama.

That's a well-made house.

She's an up-and-coming executive.

VI. Adverbs

A. Review

1. Adverbs of time, place and manner (400)

2. "Much" and "many" in comparisons (400)

ESL 500

VII. Prepositions

Review prepositions and preposition word groups (100, 200, 300)

VIII. Conjunctions

Review subordinating, coordinating, and correlative conjunctions

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' class participation, oral and written exercises, quizzes, and teacher-made tests. Consultations between teachers of the same student take place during and at the end of the semester. This evaluation of the students' progress is an important means of determining problem areas or promotion. Standardized tests are sometimes used for overall performance.

See the section on testing and evaluation in the introduction for additional information.

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TEXTS FOR ESL 500

Multi-Purpose Texts

BROADER CONTEXT ENGLISH, White and Davies (Macmillan Education: 1975).

ENGLISH FOR TODAY, BOOK 4, NCTE (McGraw Hill: 1974).
Teacher's manual, workbook

ENGLISH TOPICS, Cook (Oxford University Press: 1974).

GUIDE TO LANGUAGE AND STUDY SKILLS FOR COLLEGE STUDENTS OF ESL, Martin McChesney, Whalley and Devlin (Prentice-Hall: 1977).

* INTENSIVE COURSE IN ENGLISH, ADVANCED PARTS 1 and 2 (ELS: 1963).

IT'S ALL IN A DAY'S WORK, Draper and Sather (Newbury House: 1977).

* KERNAL LESSONS PLUS, O' Neill (Longman: 1973).
Teacher's manual, tapescript, tests

LET'S LEARN ENGLISH, BOOK 5, Van Syoc (American Book Co.: 1971).

MODERN AMERICAN ENGLISH, BOOKS 5 and 6, Dixson (Regents: 1971).

MODERN ENGLISH, VOL. 1, (2nd. ed.), Rutherford (Harcourt, Brace, Jovanovich: 1975).

NEW ENGLISH 900, BOOK 6, ELS (Macmillan: 1978).
Teacher's Manual, workbook

* NEW HORIZONS IN ENGLISH, BOOK 6, Mellgren-Walker (Addison-Wesley: 1974).
Teacher's manual, workbook

POINTS OF VIEW, Pifer and Mutoh (Newbury House: 1977).

* WELCOME TO ENGLISH - BOOK 6, Sheeler (Oxford University Press/ELS 1977).
Teacher's guide

YESTERDAY AND TODAY IN THE USA - INTERMEDIATE ESL READER, Live (Prentice-Hall: 1977).

* Tapes available

TEXTS FOR ESL 500

Grammar

ALTERNATIVES IN BUILDING ENGLISH SENTENCES, Hall (Regents: 1969).

BUILDING ENGLISH SENTENCES WITH VERBALS, Hall (Regents: 1969).

CREATIVE PATTERN PRACTICE (Rev.), Whitten (Harcourt Brace: 1975).

ENGLISH PATTERN PRACTICE, Lado and Fries (University of Michigan Press: 1970).
Charts

* ENGLISH SELF TAUGHT, BOOKS 9 and 10, Hall (Regents: 1974).

ENGLISH SENTENCE STRUCTURE, Krohn (University of Michigan Press: 1971).

ENGLISH STRUCTURE IN FOCUS, Davis (Newbury House: 1977).
answer key
Teacher's manual

ESL GRAMMAR WORKBOOK, BOOK 1 and 2, Dart (Prentice Hall: 1978).

EXTRA DRILLS AND PRACTICES, Sheeler (Oxford University Prsss/ELS: 1978).

GRAMMAR FOR USE, VOLUMES I AND II, Hall (IML: 1974).

THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1965).

Adjectives 1
Adjectives 2
Figurative expressions
Letter Writing
Nouns
Prepositions 1
Prepositions 2
Two Word Verbs
Verbs

LET'S WRITE ENGLISH, BOOK 1, Wishon and Burks (American Book Co. : 1968).

* Tapes available

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TEXTS FOR ESL 500

Grammar (cont'd)

MASTERING AMERICAN ENGLISH, Hayden, Danielson and Haggard (Prentice Hall: 1956).

MODERN AMERICAN ENGLISH, VOLUME II (2nd Edition), Rutherford (Harcourt Brace: 1977).

MODERN ENGLISH: EXERCISES FOR NON-NATIVE SPEAKERS, PART I: PARTS OF SPEECH, Frank (Prentice-Hall 1975).

PRACTICE, PLAN AND WRITE, BOOK 2, Matthews and Tura (Litton: 1973).

PREPOSITIONS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

PRONOUNS AND DETERMINERS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

RAPID REVIEW OF ENGLISH GRAMMAR (Rev.), Praninskas (Prentice Hall: 1975).

REVIEW EXERCISES FOR ENGLISH AS A FOREIGN LANGUAGE, Allen (Crowell: 1971).

USING ENGLISH, YOUR SECOND LANGUAGE, Danielson and Hayden (Prentice Hall: 1973).
Teacher's manual

UTTERANCE RESPONSE DRILLS, Alter, Collier and Steinberg (Prentice Hall: 1966).

VERB CHOICES AND VERB FORMS, DYAD LEARNING PROGRAM, Pack (Newbury House: 1977).

VERBS IN ACTION, Ferreire (Newbury House: 1978).

Readers

AMERICAN ENGLISH READINGS III, Scaun, et al (Didier International: 1971).

CONTRAST, Green (Oxford University Press: 1974).

ENCOUNTERS, Pimsler and Berger (Harcourt Brace, Jovanovich: 1974).

Readers (cont'd)

GROWING IN ENGLISH LANGUAGE SKILLS, Finocchiaro and Lavenda (Regents: 1977).

IN OTHER WORDS, Alexander and Wilson (Longman: 1974).

INTERMEDIATE COMPREHENSION PASSAGES, Byne (Longman: 1964).

LITTLE STORIES FOR BIG PEOPLE, Gonshack (Regents: 1976).

MINI-UNITS IN READING, BOOK 2, Fox and Weiner (Globe Book Co.: 1976).

NEW LIVES IN THE NEW WORLD, Allen and Hall (Macmillan England: 1975).

READING IMPROVEMENT EXERCISES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Harris (Prentice Hall: 1970).

READINGS AND CONVERSATIONS ABOUT THE U.S., ITS PEOPLE, ITS HISTORY AND ITS CUSTOMS II (English Language Services: 1976).

SUPERSTITION, Woods (Evans Brothers United: 1976).

THE USA: MEN AND HISTORY, Dixson (Regents: 1970).

THE USA: MEN AND MACHINES, Chapman (Regents: 1970).

YESTERDAY AND TODAY IN THE USA. - INTERMEDIATE ESL READER, Live (Prentice-Hall: 1977).

Note: There are five readily-available sources of inexpensive ESL readers, each with extensive, graded book lists. Teachers are encouraged to write these publishers for catalogues (see Publishers' List in Appendix) and choose for themselves from the wealth of reading materials available.

Collier Macmillan (graded by vocabulary)
Longman (graded by structure and vocabulary - books available in American English)
Oxford University Press (graded by vocabulary - books available in American English)
Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)
Regents (graded by vocabulary: some readers keyed to the English 900 series)

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TEXTS FOR ESL 500

Writing/Spelling

ANANSE TALES, A COURSE IN CONTROLLED COMPOSITION, Port and Dykstra (Teacher's College: 1966).
Teacher's manual

COMPOSITION STEPS, Horn (Newbury House: 1977).

GUIDED WRITING AND FREE WRITING (rev.), Robinson (Harper and Row: 1975).

INTERMEDIATE STORIES FOR COMPOSITION, COMPANION, Hill and Popkin (OxfordL 1970).

INTERMEDIATE STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

THE KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1964).
Letter Writing

LET'S WRITE ENGLISH, Wishon and Burks (American: 1968).

LISTENING DICTATION, Morley (University of Michigan Press: 1976).

PRACTICE, PLAN AND WRITE, BOOK 2, Matthews and Tura (Litton: 1973).

READING, THINKING, WRITING, Lawrence (University of Michigan Press: 1975).

26 STEPS, A COURSE IN CONTROLLED COMPOSITION, Kunz (LINC: 1972).
Teacher's manual

WRITE ME A REAM, Kunz and Vincount (Teacher's College Press: 1973).
Teacher's manual

X-WORD GRAMMAR: AN EDITING BOOK, Kunz (LINC: 1976).

Listening/Speaking

ADVANCED STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

*COMMUNICATION SKILLS PROGRAM (Educational Developmental Laboratories) -- tape for native speakers basic education.
Listen (Lesson BK DA)
Listen and Think (BK H)
Listen and Read (BK EA)

* Tapes available

130

TEXTS FOR ESL 500

Listening/Speaking (cont'd)

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1975).

DEVELOPING COMMUNICATIVE COMPETENCE: ROLEPLAYS IN ESL, Kettering (University of Pittsburgh: 1975).

ENGLISH CONVERSATION PRACTICES, Phiney, Hok and Mankewitz (University of Michigan Press: 1968).

ENGLISH IN SITUATIONS, O'Neill (Oxford: 1975).

ENGLISH: SING IT, Grenough (McGraw Hill: 1976).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan Press: 1972
Teacher's manual, student's book

INTERMEDIATE STORIES FOR REPRODUCTION, Hill (Oxford University Press: 1965).

LISTEN CAREFULLY! Nas (Duckworth, ELS: 1971).

LISTENING DICTATION, Morley (University of Michigan Press: 1976).

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNCIATION, ELS (Collier-Macmillan: 1966).
Consonats and Vowels
Stress and Intonation # 1
Stress and Intonation # 2

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett (Harvourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

* ON SPEAKING TERMS, Harris and Hube (Collier-Macmillan: 1975).

SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS (Rev.) Pinocchiaro and Lavenda (Regents: 1973).

SKITS IN ENGLISH, Hines (Regents: 1973).

* Tapes available

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TEXTS FOR ESL 500

Vocabulary

ESSENTIAL IDIOMS IN ENGLISH, Dixson (Regents: 1971).

IDIOMS DRILLS, McCallum (Crowell: 1970).

STUDY SKILLS FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Yorkey (McGraw Hill: 1970).

See also "Dictionaries for Students" (p.
"Periodicals for Students" (p.

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ESL 600

PREREQUISITES

Successful completion of ESL 500 or an oral interview and an on-the-spot sample of student writing, and the following EPT G/H scores:

Beginning of semester: 28-40 Middle: 33-43 End: 40-45

Placement must be determined by the students' oral ability, test score and writing sample.

OBJECTIVES

General

In ESL 600 students are prepared to move to more advanced ESL classes, employment training, employment or high school or college. They continue preparation for further participation in life in the United States. Students are introduced to additional elements of U.S. history, government, geography and economy as well as the multi-cultural aspect of the society. At this level few new structures are introduced; students develop and refine the English to which they have already been introduced. Students read unadapted as well as adapted materials.

Specific

I. Listening

Students will be able to:

A. Respond to speakers of major dialects of English in the classroom and the community

B. Discuss information gained from taped lectures, records, films

C. Participate in group discussions

ESL 600

II. Oral Production

Students will be able to:

A. Speak using the rhythm and intonation of native English speakers

B. Make short organized presentations to the class

C. Participate in group discussions

D. Request information outside the classroom in person or by telephone

E. Participate in conversations with sensitivity to various social and business situations

III. Reading

Students will be able to:

A. Analyze the structure of a sentence, distinguish the main ideas from the subordinate ideas

B. Identify the main idea of a paragraph, recognizing the topic sentence

C. Analyze the structure beyond the sentence and paragraph (transition words, restating of ideas, synonyms for repetition of terms, parallel structure)

D. Infer meaning and recognize themes

E. Analyze and interpret advanced reading material including some with abstract concepts

F. Preview news articles for main ideas, using such tools as the journalistic principles of "who," "what," "when," "where," "how," and "why"

G. Scan material for specific information

H. Read for enjoyment

IV. Writing

Students will be able to:

A. Take dictation (paragraph-length dictation, memory dictation, aural cloze, dictation from tapes, etc.)

B. Paraphrase both written and aural material

C. Write summaries of news articles and narratives

D. Write outlines to focus attention on organization

E. Develop a topic sentence fully, using different methods of development (generalization, hypothesis, chronological order, refutation, etc.)

F. Demonstrate increasing stylistic competence and orderly linking of paragraphs

G. Write more sophisticated paragraphs and compositions, including those with abstract concepts

H. Practice writing rapidly under time limitation

V. Special Skills

Students will be able to:

A. Locate, collect, classify and interpret resource materials in a library

B. Take notes for information

C. Write business and personal letters

D. Fill out general application forms (license, job and college applications)

E. Refer to standard American English-English dictionaries for correct spelling, syllabification, pronunciation, stress, definitions

F. Refer to thesauruses and dictionaries for slang, synonyms, and etymology

G. Write résumés

H. Participate and observe cultural and community activities (public libraries, school committees, concerts, museums, etc.)

I. Participate in humorous exchanges

APPROACH--METHODS AND MATERIALS

Students in ESL 600 have immediate attainable goals which they plan to achieve after completion of the course. This affects the approach teachers should take in selecting materials and methods for the course. "Content area" readers and texts are necessary, but, in addition, real job applications are filled out, real résumés written. Classroom visitors, who are experts in vocational training or higher education, lecture and have discussions with students. Students are given opportunities to polish their writing style. Informative films and practical, eye-opening field trips are of great service to students who, at this level, are proficient enough in some cases to be termed "fluent" in English.

See the introduction for a general discussion of ESL methodology and other relevant information.

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives." It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover

the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Expansion of vocabulary and comprehension in more advanced reading matter

Continued study of prefixes and suffixes, stressing common roots in word analysis

Idioms

Figurative expressions -- similes, metaphors, personification

Continued study of synonyms and homonyms

Slang, formal vs. informal vocabulary (register)

Cultural and regional dialect variations

Structure

In ESL 600 students depend more on English and less on their native language. For this reason, all patterns and structures introduced in levels 100-500 are reviewed and reinforced, while developing more complex means of expression through nominalizations, subordinations, conjunctions and combinations of the three.

I. Sentence Types

Some of the following sentence types have been introduced at earlier levels. However, at this level they entail a more sophisticated level of usage. They are often variant in word order from normal English structure, and a number are primarily literary in usage.

ESL 600

A. Elliptical clause

e.g., Is she taller than you (are)?

While (he was) talking, he waved his arms.

B. Exclamatory sentences

e.g., How beautifully she sings!

What a mess this room is!

C. Participial phrases

e.g., Expecting trouble, the guards were fully armed.

Disturbed by the news, he turned off the radio.

D. Infinitive phrases in subject position

e.g., To change your mind is your privilege.

E. Objective complements

e.g., Work makes him happy.

F. Present subjunctive

e.g., He demanded that Frank go.

It is not necessary that she be present to win.

G. Negative structures with inverted word order

e.g., Seldom have I seen such a gorgeous sunset.

Rarely have I been so hungry.

H. Affirmative inverted word order

e.g., From the ocean are taken many kinds of fish and sea life.

ESL 600

1. Contrary-to-fact conditional clauses (300, 400, 500)

J. "If" vs. "wish" clauses (400)

K. Noun clauses used as subjects (300)

II. Verbs

A. Modals (100,200)

B. Verb Tenses (100-500)

C. Causative verb forms (400)

D. Irregular verbs (100, 200, 300)

E. Passive (200-500)

F. Separable and inseparable two-word verbs (300)

G. Inseparable verbs of more than two words (500)

H. Subject-verb agreement (100)

I. Verbs with gerunds and/or infinitives (300)

III. Nouns

A. Gerunds (200, 300)

B. Appositives (500)

IV. Pronouns

Reflexive (300)

V. Adjectives

A. Present and past participles used as adjectives (400)

B. Two and three-word adjective phrases (500)

ESL 600

EI. Adverbs

Adverbs of time, place, manner (100, 200)

VII. Prepositions

Prepositions and preposition word groups (100, 200, 300)

VIII. Conjunctions

Coordinating, subordinating and correlative conjunctions (100-400)

EVALUATION

Teachers evaluate the students' progress and the course on both subjective and objective information obtained from students' oral work as well as on their performance in compositions, dictations, exercises, and teacher-made tests. Consultations between teachers of the same student take place during and at the end of the semester. This evaluation of the students' progress is an important means of determining promotion or problem areas. Standardized tests are sometimes used for overall performance. Grades may be given on written exercises and composition work to orient students to methods used in high schools and colleges in the United States.

See the section on testing and evaluation in the introduction for additional information.

TEXTS FOR ESL 600

Multi-Purpose Texts

ADVANCED READINGS AND CONVERSATIONS, Costinett (IML: 1973).

DEVELOPING FLUENCY IN ENGLISH, Crymes, James, Smith & Taylor
(Prentice Hall: 1974).

ENGLISH FOR TODAY, Book 5 NCTE (McGraw Hill: 1975).

ENGLISH TOPICS, Cook (Oxford University Press: 1974).

GUIDE TO LANGUAGE AND STUDY SKILLS FOR COLLEGE STUDENTS OF ESL,
Martin, McChesney, Whalley and Devlin (Prentice-Hall: 1977).

*KERNAL LESSONS PLUS, O'Neill (Longman: 1973).
Teacher's manual, tapescript, test

LET'S LEARN ENGLISH, BOOK 6, Van Syoc (American Book Co.: 1971).

MODERN AMERICAN ENGLISH, BOOK 6, Dixson (Regents: 1971).
Teacher's manual, workbook

MODERN ENGLISH, VOL. I. (2nd. ed.) Rutherford (Harcourt, Brace,
Jovanovich: 1975).

Grammar

CREATIVE PATTERN PRACTICE (Rev.), Whitten (Harcourt Brace: 1975).

*ENGLISH SELF TAUGHT, BOOKS 11 AND 12, Hall (Regents: 1974).

ENGLISH STRUCTURE IN FOCUS, Davis (Newbury House: 1977).
answer key, Teacher's manual

ESL GRAMMAR WORKBOOK 1 and 2, Dart (Prentice-Hall: 1978).

GRAMMAR FOR USE, VOLUMES I and II, Hall (IML: 1974).

THE KEY TO ENGLISH SERIES, ELS (Collier Macmillan: 1965).
Figurative Expressions
Letter Writing
Proposition 2
Two Word Verbs

*Tapes available

TEXTS FOR ESL 600

Grammar (cont'd)

LET'S WRITE ENGLISH, BOOKS 1 and 2, Wishon and Burks (American Book Co.: 1968).

MASTERING AMERICAN ENGLISH, Hayden, Danielson and Haggard (Prentice Hall: 1956).

MODERN ENGLISH: EXCERSISES FOR NON-NATIVE SPEAKERS, PARTS I AND II, Frank (Prentice Hall: 1973).

MODERN ENGLISH, VOLUME II, 2nd Ed., Rutherford (Harcourt Brace: 1977).

RAPID REVIEW OF ENGLISH GRAMMAR (Rev.), Praninskas (Prentice Hall: 1973).

USING ENGLISH, YOUR SECOND LANGUAGE, Danielson and Hayden (Prentice Hall: 1966).

UTTERANCE RESPONSE DRILLS, Alter, Collier and Steinberg (Prentice Hall: 1966).

Readers

AMERICAN TOPICS, A READING VOCABULARY TEXT FOR ESL STUDENTS, Lugton (Prentice Hall: 1978).

DEVELOPING READING SKILLS - ADVANCED, Hirasawa and Markstein (Newbury House: 1974).

ENGLISH FOR TODAY, BOOK 6 (Literature), NCTE (McGraw Hill: 1975).

EXPANDING READING SKILLS, Marksten and Hirasawa (Newbury House: 1977).

FICTIONAL DIARIES, Wagner Suid (Houghton Mifflin: 1973).

GROWING IN ENGLISH LANGUAGE SKILLS, Finocchiaro and Lavenda (Regents: 1977).

IDEAS IN ENGLISH: READINGS IN ESL, Saitz and Stieglitz (Prentice Hall: 1974).

IN OTHER WORDS, Alexander and Wilson (Longman: 1974).

MAN AND HIS WORLD, Kurilecz (Crowell: 1969).

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Readers (cont'd)

MUNI-UNITY IN READING - Book 2, Fox and Weiner (Globe Book Co.: 1976).

READ, THINK AND CHOOSE, Gill (ELS: 1975).

READER'S CHOICE, Baudoin et al (University of Michigan Press: 1977).

READING IMPROVEMENT EXERCISES FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Harris (Prentice Hall: 1966).

SELECTED READINGS IN ENGLISH, Saitz and Carr (Prentice Hall: 1972).

TWENTIETH CENTURY AMERICAN SHORT STORIES, McConochie (ed.) (ELS: 1975).

THE USA: CUSTOMS AND INSTITUTIONS, Dixson (Regents: 1970).

Note: There are five readily-available sources of inexpensive ESL readers, each with extensive, graded books lists. Teachers are encouraged to write these publishers for catalogues (see Publisher's List in Appendix) and choose for themselves from the wealth of reading materials available.

Collier Macmillan (graded by vocabulary)
Longman (graded by structure and vocabulary--books available in American English)
Oxford University Press (graded by vocabulary--books available in American English
Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)
Regents (graded by vocabulary; some readers keyed to the English 900 Series).
Readers for non-native speakers that upper-level ESL teachers have found useful:

Houghton Mifflin: INTERACTION SERIES, LEVELS 2.3.4.
TROUBLESHOOTER SERIES, LEVELS 1,2
ACTIONS SERIES book and reading practice workbooks (selected)

WORLD HISTORY, BOOKS 1-4, Abramowitz (Follett: 1974).

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TEXTS FOR ESL 600

Writing/Spelling

ADVANCED STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

COMPOSITION STEPS, Horn (Newbury House: 1977).

CONTROLLED COMPOSITION IN ENGLISH AS A SECOND LANGUAGE, Paulston & Dykstra (Regents; 1973).

FOCUS ON COMPOSITION, Raimes (Oxford University Press: 1977).

FREE COMPOSITION BOOK, Hill (Oxford: 1966

GUIDED COMPOSITION WRITING, Baskoff (Chilton).

GUIDED WRITING AND FREE WRITING, Robinson (Harper & Row: 1975).

THE KEY TO ENGLISH SERIES, ELS (Collier Macmillan: 1964).
Letter Writing.

LET'S WRITE ENGLISH, BOOKS 1 and 2, Wishon & Burk (American: 1968).

LISTENING DICTATION, Morley (University of Michigan Press: 1975).

PARAGRAPH WRITING, Chaplen, (Oxford: 1970)

SENTENCE COMBINING: A COMPOSING BOOK, Strong (Random House: 1973).

WRITING AS A THINKING PROCESS, Lawrence (University of Michigan Press; 1972).
Teacher's manual

WRITING ENGLISH, 2nd ed., Ross and Doty (Harper & Row: 1975).

WRITING THROUGH UNDERSTANDING, Arapoff (Holt, Rinehart, Winston: 1970).

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TEXTS for ESL 600

WRITING/SPELLING (cont'd)

X-WORD GRAMMAR: AN EDITING BOOK, Kunz (LINC: 1976)

Listening/Speaking

ADVANCED STORIES FOR REPRODUCTION, Hill (Oxford: 1965).

DEVELOPING COMMUNICATIVE COMPETENCE: INTERACTION ACTIVITIES IN ESL, Kettering (University of Pittsburgh: 1975).

ENGLISH IN SITUATIONS, O'Neill (Oxford: 1975).

ENGLISH: SING IT, Grenough (McGraw Hill: 1976).

IMPROVING AURAL COMPREHENSION, Morley (University of Michigan: 1972.
Taecher's manual, student's book

LISTEN CAREFULLY! NASH (Duckworth ELS: 1971).

LISTENING AND SPEAKING: DRILLS AND EXERCISES IN ENGLISH PRONUNCIATION, ELS (Collier Macmillan: 1966).

MANUAL OF AMERICAN ENGLISH PRONUNCIATION, Prator and Robinett Harcourt Brace: 1972).

MASTERING THE INTERNATIONAL PHONETIC ALPHABET, Decker (Regents: 1970).

*ON SPEAKING TERMS, Harris and Hube (Collier Macmillan: 1975).

SELECTIONS FOR DEVELOPING ENGLISH LANGUAGE SKILLS (Rev.) Pinocchiaro and Lavenda (Regents: 1973).

SEVEN PLAYS FROM AMERICAN LITERATURE, McCallum (English Language Services: 1977).

*Tapes available

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TEXTS FOR ESL 600

Vocabulary

FROM RECALL TO FLUENCY, Weaver (University of London Press: 1971).
key

HANDBOOK OF AMERICAN IDIOMS AND IDIOMATIC USAGE, Whitford and Dixson (Regents: 1971).

STUDY SKILLS FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Yorkey (McGraw Hill: 1970).

VOCABULARY FOR THE HIGH SCHOOL STUDENT (native speaker book). Levine (Amsco: 1967).

See also: "Dictionaries for Students" (p.
"Periodicals for Students" (p.

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ESL 700

PREREQUISITES

Successful completion of ESL 600 or an oral interview, an on-the-spot sample of student writing, and a maximum score on EPT G/H (45 and over).

OBJECTIVES

General

ESL 700 is designed for students going on to high school college, employment training, or employment. This course prepares ESL students for entrance into society in the United States where they will be expected to function successfully with native speakers of English in the same school or job environment. The course may be regarded as an exit from the environment of ESL classes into a more competitive world. ESL 700 develops the students's knowledge of the U.S. history, civics, and culture introduced through ESL 600, giving them a greater insight into our society.

Specific

I. Listening

Students will be able to:

A. Discuss information gained from lectures, speeches, reports

B. Understand and respond to speakers with a variety of intonation patterns, rates of speech, and dialects

C. Discuss radio and TV programs and movies

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II. Oral Production

The students will be able to express themselves fluently in:

A. Discussions involving a variety of subjects in which students express individual opinions

B. Presentations before a group

C. Extensive small group work including conversation, discussion, summarization and feedback

D. Interviews with each other and native speakers to collect specific information

E. Conversations with sensitivity to various social and business situations

III. Reading

Students will be able to:

A. Increase silent reading speed and comprehension

B. Identify the main idea of a paragraph, recognizing the topic sentence

C. Analyze the structure of a selection, distinguishing the main and subordinate ideas

D. Read critically and evaluate for accuracy

E. Analyze and interpret unadapted reading material

F. Infer meaning and recognize themes

G. Skim (preview) selections to determine content

H. Scan material for specific information

I. Develop an increased consciousness of world, national, and community developments by reading current periodicals

J. Enjoy reading outside the classroom

IV. Writing

Students will be able to:

A. Write dictations

B. Punctuate correctly

C. Paraphrase written and oral material

D. Write essays, reports, and summaries

E. Write informally in journals, diaries, letters, and timed writings

F. Research and take notes in a library for papers or reports

G. Write a final paper (essay exam, term paper)

V. Special Skills

Students will be able to:

A. Take notes from written and oral material

B. Use the proper forms for letter writing, résumés, and applications

C. Produce a paper or oral presentation through independent study

D. Take standardized tests such as CAT, Scholastic Aptitude Test (SAT), PSAT, CELT, Stanford Achieve-

ment Test and Employment Test.

E. Participate in and observe activities relevant to advanced academic training or job placement and advancement (libraries, campuses, training facilities, etc.)

F. Participate in and observe cultural and community activities

G. Participate in humorous exchanges

APPROACH - METHODS AND MATERIALS

It is assumed that students taking ESL Advanced have already been thoroughly exposed to all points of English structure. The goals of ESL Advanced are to further develop the use of grammar which they have learned, substantially add to their English vocabulary and develop the general knowledge needed to function in society in the United States. Students participate actively in using the many linguistic skills which they have acquired during their language learning career and develop the independent approach which they will need in further academic education, vocational training, employment and community and cultural involvement in the United States. Stress is placed on the active use of acquired vocabulary and grammatical skills in their own writing, independent study, individualized language lab techniques, and discussion of subject matter encountered in reading. Grammar texts are used only for reference. Texts are chosen for content, vocabulary, applicability to discussion, and development of reading skills.

See the introduction for a general discussion of ESL methodology and other relevant information.

ESL 700

COURSE CONTENT

The following areas are those to be covered by the teacher in teaching the skills previously listed under "Specific Objectives". It is not expected that any one teacher cover all the specific objectives and/or course content. However, since each level depends on its correlation with those preceding and following it, an attempt should be made to cover the material as thoroughly as possible. When a student has more than one teacher, the teachers should coordinate their materials so that the student will be exposed to as much as possible. The sequencing of items listed under "Course Content" is to be determined by the teacher.

Vocabulary

Expansion of vocabulary from reading texts, periodicals, unadapted reading, aural material

Continued study of prefixes and suffixes, stressing common roots in word analysis

Idioms

Figurative expressions - metaphors, similes, personification

Continued study of synonyms, antonyms, homonyms

Slang, formal vs. informal vocabulary (register)

Cultural and regional dialect variations

Structure

Structure is based on a contextual grammatical analysis of student writing, student questions about structures encountered in reading, listening, and speaking. See level 600 for possible problem areas in structure.

Particular attention should be given to the following areas:

1. Verb tenses
2. Style (development of facility in the use of a variety of sentence structures)
3. Register (levels of diction)

EVALUATION

Teachers evaluate the students' performance and the course on both subjective and objective information obtained from students' class participation, oral and written work, quizzes and examinations, including standardized tests, e.g., CAT, PSAT, and CELT. Pre-testing and post-testing for achievement in vocabulary, structure and listening comprehension are advisable at this level. In ESL 700, student teacher conferences are particularly recomended. Teachers of ESL 700 courses also attempt to follow up on the progress of students after they leave for jobs or higher education.

See the section on testing and evaluation in the introduction for additional information.

TEXTS FOR ESL 700

Multi-Purpose Texts

LANGUAGE AND LIFE IN THE U.S.A., VOLUME II, READING ENGLISH, Doty and Ross (Harper Row: 1968).

ORIENTATION IN AMERICAN ENGLISH, TEXT 6, Costinett, Institute of Modern Languages: 1972).

Grammer Texts

ENGLISH SIMPLIFIED, Ellsworth (Chandler: 1971)

ENGLISH STRUCTURE IN FOCUS, Davis (Newbury House: 1977).
Teacher's manual, answer key

THE KEY TO ENGLISH SERIES, ESL (Collier-Macmillian: 1965).
Figurative expressions
Letter Writing
Two Word Verbs

REFERENCE HANDBOOK OF GRAMMER AND USAGE, (Scott, Foresman: 1972).

Readers

ABOUT CONGRESS (BETE: 1966).

ABOUT GOVERNMENT (BETE: 1965).

ABOUT THE CONSTITUTION (BETE: 1967).

ADVANCED READING AND WRITING, EXERCISES IN ENGLISH AS A SECOND LANGUAGE, Baumwoll and Saitz (Holt Rinehart Winston: 1965).

AMERICA AND AMERICANS, Steinbeck (Bantam:1968).

AMERICAN READINGS, Grinell, Marelli and Nadler (McGraw-Hill: 1964).

CANNERY ROW, Steinbeck (Bantam: 1970).

EXPANDING READING SKILLS, Markstein and Hirasawa (Newbury House: 1974-6).

HOW TO STUDY (BETE: 1967).

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TEXTS FOR ESL 700

Readers

IMPRESSIONS OF THE UNITED STATES, Hollander (Holt Reinhart and Winston: 1964).

OUR CALIFORNIA, Pettys (Oxford: 1970).

A RAPID COURSE IN ENGLISH FOR STUDENTS OF ECONOMICS, McArthur (Oxford University Press: 1973).

READER'S CHOICE, Baudoin, et al (University of Michagan Press: 1977).

READING YOUR WAY TO ENGLISH - BOOKS 1-4, Fitzgerald (Newbury House: 1974-6).

SPEAKING OF THE U.S.A., Neustadt (Harper Row: 1975).

SUCCESS IN READING, BOOK I AND II, Shafer, Mcdonald and Nason (Silver Burdett: 1967).

TRAVELS WITH CHARLIE, Steinbeck (Bantam Books: 1963).

Note: There are five readily-available sources of inexpensive ESL readers, each with extensive, graded book lists. Teachers are encouraged to write these publishers for catalogues (see Publishers' List in Appendix) and choose for themselves for the wealth of reading materials available.

Collier Macmillan (graded by vocabulary)
Longman (graded by structure and vocabulary--books available in American English)
Oxford University Press (graded by vocabulary--books available in American English)
Reader's Digest Readings and Reading Skill Builders (graded by vocabulary)
Regents (graded by vocabulary; some readers keyed to the English 900 series)

Writing/Spelling

ADVANCED READING AND WRITING, EXERCISES IN ENGLISH AS A SECOND LANGUAGE, Baumwoll and Saitz (Holt, Rinehart and Winston: 1965).

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Writing/Spelling (cont'd)

AMERICAN ENGLISH RHETORIC, Bander (Holt, Rinehart and Winston: 1971).

CONTROLLED COMPOSITION, IN ENGLISH AS A SECOND LANGUAGE, Paulston & Dykstra (Regents: 1973).

FOCUS ON COMPOSITION, Raimes (Oxford University Press: 1977).

FUNDAMENTALS OF THE RESEARCH PAPER, Heahy (Kenneth: 1971).

HOW TO STUDY (BETE: 1967).

KEY TO ENGLISH SERIES, ELS (Collier-Macmillan: 1964).

WRITING AS A THINKING PROCESS, Lawrence (University of Michigan Press: 1972).

Listening/Speaking

ADVANCED ENGLISH VOCABULARY, WORKBOOKS 1, 2-A (units 1-5), 2-B (units 6-10, 3-A (units 1-5), 3-B (units 6-10, Barnard (Newbury House: 1971-72).

DEVELOPING LISTENING COMPREHENSION FOR ESL STUDENTS: THE KINGDOM OF KOCHEN, Plaister (Prentice-Hall: 1976).

SEVEN PLAYS FROM AMERICAN LITERATURE, McCallum (English Language Services: 1977).

SPEAKING OF THE U.S.A., Neustadt (Harper Row: 1975).

References

THE AMERICAN HERITAGE DICTIONARY OF THE ENGLISH LANGUAGE, Daview (Dell: 1973).

CITY COLLEGE OF SAN FRANCISCO CATALOG

DICTIONARY OF AMERICAN IDIONS, Boatner and Gates (Barron's Educational Series, Inc.: 1975).

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References (cont'd)

ENGLISH VERB CONJUGATIONS, Hopper (Barron's Educational Series, Inc.: 1975).

THE NEW ROGET'S THESAURUS, Lewis (Putnam: 1961).

SOULE'S DICTIONARY OF ENGLISH SYNONYMS, Soule (ed.) Bantam: 1974).

WEBSTER'S NEW WORLD DICTIONARY OF THE AMERICAN LANGUAGE (rev.) Curlanik (Popular: 1975).

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ESL ADULT LITERACY

ESL ADULT LITERACY

Introduction

In recent years the need for an adult literacy program has become apparent. This program is in an experimental stage. Because of this fact, the following course description is less specific than those of other courses. It is meant to assist teachers in developing a literacy component in ESL instruction in the district either as a separate course or within existing programs.

This course has been set up for students who want to learn to read and write in English. Some of these students are illiterate in their native languages. Some are literate, but in a written language which is not alphabetic (Chinese) or which is based on an alphabet which is not Roman in origin (Arabic, Korean, Persian). Some simply have trouble reading and writing English at a very basic level, enough trouble in some cases to keep them from passing the minimum requirements for citizenship.

This course cannot be considered a "level" of any kind. Some of the students are beginners who cannot function in regular classes because those classes demand literacy skills. Some students are fluent, have been here for several years, have jobs in the community, and have returned only to learn to read and write.

This course must be kept distinct from courses set up for those who learn second languages slowly or for those who are native speakers of English who want to become literate. The development of literacy skills in ESL deals with a different and unique set of problems.

ESL ADULT LITERACY

PREREQUISITES

The inability to read and write in English.

OBJECTIVES

General

The goal of this course is to develop literacy. The students' motives vary. For some it means being able to handle literacy tasks on their jobs. For some it means passing citizenship requirements. For some it means preparation for entry into a regular ESL 100 class. For some it means being literate in a literate society.

Specific

The students' reading material will reflect these structures which are used orally in class:

Questions about themselves (name, address, telephone number, age, language)

Command forms

Letters of the alphabet used for street car identification, radio stations, streets, and spelling

Numbers used for dates, time, address, age, bus routes, and streets

Students are taught the concept that letters symbolize sounds. When they have become skilled in relating letters to sounds, they will be able to predict many new words.

Students are taught that words have a visual structure . They should be able to reject SB- as an initial cluster as easily as they are able to accept SP- as a possible initial cluster. While experienced readers do seem to use the physical shape of a word as seen in peripheral vision as an aid in reading, it is too early to expect that of literacy students.

In writing, students are taught block printing and cursive forms. They will be able to copy sentences and to write a personal note following a simple form using a date, salutation, initial paragraphing, and close. In their writing, they will distinguish capital letters (block printing) from small letters(cursive writing) for names, sentence-initial words, and "I". They will also end questions with a question mark and other sentences with a period.

APPROACH-METHODS AND MATERIALS

A native speaker learning to read comes with a speaking knowledge of the language he is reading. Most ESL student do not. Learning to read and write should contribute to their total language development.

At the end of this section there is an extensive list of textbooks. For the most part, they are inadequate. They are based on the problems and language skills of native speakers. ESL literacy is different. The selection of a text is only the beginning since publishers are still unaware of the needs of ESL students.

Very little is known about ESL adult literacy. At this time, teachers of literacy courses present their students with written English and then observe their strategies and problems. Experience and some studies seem to make these considerations primary.

1. Short term memory problems require that reading and writing selections be kept as short as possible.

2. Reading does not consist of knowing words only. It involves grammar as well. Students can gloss every word and still not know the meaning of a sentence.

3. The structure of English spelling can be looked at as a phoneme-grapheme system of correspondence or as a visually structured system, the system which the hard of hearing seem to use.

4. Since a tremendous amount of concentration is required of beginning literacy students, a two-hour session should consist of a variety of activities, some of which lead to physical activity.

5. Experience with native speakers seems to indicate the following:

   a. Lessons are given out page by page rather than all at once in book form. The students' book is built up progressively.

   b. Stress is placed on the content of the reading material rather than reading instruction.

   c. Reading materials prepared even for a regional use are inferior to those prepared for individual classes.

   d. Emphasis is placed on literacy as a form of communication.

   e. Do not sequence. That is, do not start by learning each letter and then the sound that it symbolizes and then how they occur in words and so forth. Start right in with reading selections based on the students' interests and needs.

6. Many students must be taught special relations in English. For example, some students come from backgrounds where they write "on" the line (<u>Ali</u>) rather than "on" the line (<u>Ali</u>).

7. It doesn't appear to be necessary to teach block printing before cursive writing.

8. Most commercially produced wall charts that show cursive letter formation are too baroque. Many standard writers use cursive forms based on block printed forms for capital letters.

9. Learning the alphabet is not necessary to reading. There are many practical uses for knowing the alphabet which are pointed out elsewhere in this section, but knowing the alphabet as such is not a prerequisite to learning to read.

10. Both cursive and printed letters are based on a set of distinctive features: lines, curves, hooks. It makes more sense to teach cursive "a" along with cursive "c", "o", "d" rather than in a successive order "a" "b" "c".

COURSE CONTENT

Vocabulary and Subject Matter

Whether literacy materials should be based on word frequency in spelling or aptness is in a state of controversy. Probably both are necessary. Adults should not be expected to read about little Mary's birthday party nor should they be asked to work on words like "appreciate." In any case, if a text is chosen, careful attention should be paid to the "hidden curriculum" presented in the text.

There are two good word lists which literacy teachers should have:

Carroll, John B., Peter Davies, Barry Richman, The American Heritage Word Frequency Book, Houghton Mifflin Col., New York, 1971.

Kucera, Henry and W. Nelson Francis, Computational Analysis of Present Day American English, Brown University Press, Providence, 1967.

There is also a book which has listed the words with a close phoneme-grapheme correspondence which is also very helpful:

> Hanna, P.R., Phoneme-Grapheme Correspondence as Cues to Spelling Improvement, U.S. Department of Health, Education, and Welfare, Office of Education, 1966.

Subject matter should depend on the students. Until specifics can be obtained, these areas seem reasonable for developing functional literacy: food, clothing, shelter, jobs, family needs, entertainment, health, transportation.

Lessons should continually present students with the following tasks: filling out forms, writing notes, and working on cloze procedures for evidence of daily achievement.

Structure

Word Order -- subject, verb, object

e.g., Rosina bought the notebook.

Movement of tense to indicate a question

e.g., Does Ali like it?

Tense attached to negation

e.g., Ali doesn't like it?

Ali isn't there.

Single adjectives preceding nouns

e.g., It's a brown fast-pass.

Deletion of subject in directives

e.g., Open the door.

Order of place and time adverbs

e.g., I went downtown yesterday.

Yesterday I went downtown.

Pronouns

In subject position

e.g., I slept.

In object position

e.g., John hit me.

Possessive

e.g., My book is here.

In replacement noun phrase

e.g., Mine is good.

This is mine.

Mine are good.

These are mine.

The Verb Phrase

The form and meaning of tense as a marker, generally, for past (yesterday), not-past (now or tomorrow), or repeated action (everyday).

e.g., He is studying now.

He is studying tomorrow.

He studies every day.

He studied yesterday.

The Noun Phrase

Articles (a, the, some, ∅)

e.g., I want a book.

I want the book/books.

I want some books.

I want books.

Plurals

e.g., I have two transfers.

I have two children.

Possessives

e.g., Ali's uncle is sick.

Prepositions

Emphasis is placed on content prepositions (e.g., The pink card is in the desk.), rather than grammatical prepositions (e.g., He is in love.).

Conjunctions

Conjunctions connecting words and short sentences (and, but, or)

EVALUATION

Evaluation in literacy work should emphasize formative rather than summative evaluation. Activities in the class give the teacher a daily record of progress and problems. In literacy classes it is important that the teacher go over students' papers each day for progress and problems. At this level, students cannot and should not correct their own work.

See the section on testing and evaluation in the introduction for additional information.

TEXTS FOR LITERACY CLASSES

CONTEXTUALIZED VOCABULARY TEST #1, Hill (Oxford University Press: 1970

EVERYDAY READING AND WRITING, Laubach (New Readers Press: 1970).

HANDWRITING: CLEAR COMMUNICATION (ADVANCED CURSIVE), Towsent (Steck-Vaughn Press: 1972).
See also, in this series; TAKING MY PLACE, WORKING TOGETHER, MY WORD.
These range from begining to advanced.

HANDWRITING FOR STUDENTS OF ENGLISH AS A SECOND LANGUAGE, Kittle (American Book Company: 1966).

INTRODUCING READING: Peabody Rebus Reading Program, Woodcock (ed.). (American Book Company: 1966).

HANDWRITING WORKBOOK, Markley (Oxford/English Language Services: 1977).

LETTERS AND ANNOUNCEMENTS, Cook (New Readers Press: 1975).

LONGMAN STRUCTURAL READERS - STAGE 1 (Longman: 1971
The Battle of Newton Road, Dunkling
Car Thieves, Alexander
Detective From Scotland Yard, Alexander
The Flying Spy, Cox
The House Near the Sea, Musman
Operation Janus, Alexander

MORE SIGNS, (New Readers Press: 1971).

PROGRAMMED READING FOR ADULTS, Books 3-8, Buchanan (McGraw Hill: 1968).

RECIPES, Wasserman (Houghton- Mifflin: 1973).

SIGNS, BOOK 1, Suid & Suid (New Readers Press: 1971).

SIGNS, Ward and Purce, Book 2, (Houghton-Mifflin: 1973).

SIGNS OF LIFE, Hall (Institute of Modern Languages: 1967).

SIGNS OF OUR TIMES (New Readers Press: 1971

COURSE DESCRIPTIONS

COURSE DESCRIPTIONS

Six Community College Centers offer English as a Second Language training at various levels - from basic survival English to advanced - and the Centers presently offer over 300 ESL related classes. Classes meet during the day and in the evening. Students may enroll in one or more ESL classes. After an initial interview with an ESL counselor and completion of an ESL placement test, students are placed in an appropriate level of language class. Students at the ESL 500 level or above may enroll in the many non-ESL classes offered by the Centers. Individual instructors will emphasize different aspects of the courses in the ESL 50-700 series.

ENGLISH AS A SECOND LANGUAGE

Program Goals: This program is designed for students whose first or native language is not English. The goal is for these students to gain proficiency in English so that they find employment, continue their education and function successfully in culture and society in the United States. Survival skills are stressed in the first three levels of the program. Competency in written and oral English for on-going academic or vocational pursuits is given special attention in ESL 300 and higher.

Admission Requirements: Students are enrolled at the proper entry level based on their proficienty on a written test and an oral interview.

Required Courses:	Hours*
ESL 50	175
ESL 100	175
ESL 200	175
ESL 300	175
ESL 400	175
ESL 500	175
ESL 600	175
Total	1225

*Students may enroll in one to four classes. Each class meets two hours per day, five days per week, for a total of 175 hours per semester.

Requirements for Certificate of Completion: Successful completion of ESL 600. In addition, students must perform to the satisfaction of all ESL 600 teachers at the instructional site, in a testing situation in at least three of the following areas: Oral Production, Aural Comprehension, Written Communication, and Grammar.

ESL ADULT LITERACY

Prerequisite: Inability to read and write in English.

Students who are illiterate in their native language, or whose language does not use the roman alphabet, are introduced to reading and writing in English. The course will concentrate on reading and writing in cursive script and block printing, and using basic English grammar structures. There is some individualized instruction and small groups participate in a workshop atmosphere. The evaluation of a student's work is a process in which both instructor and student chart the development of literacy.

ESL 50

Prerequisite: Inability to speak or comprehend English.

Students will practice basic language skills to meet their daily needs. The course will help prepare them for a more systematic study of English in the ESL program. Survival skills such as basic vocabulary, asking and answering simple questions, elementary reading and writing are introduced. There is intensive student/teacher interaction in communication skills with emphasis on individual and group work and ongoing individual evaluation of the student's progress in basic language skills.

ESL 100

Prerequisite: Oral interview and placement test.

This course is concerned with developing the ability to communicate and conduct daily affairs in spoken and written English, including shopping, transportation and emergency services. Vocabulary, fundamentals of grammar and pronunciation are emphasized as a means of teaching these basic skills. Textbooks are used, but speaking and pronunciation are stressed. Evaluation of students is based on their participation in class and their ability to communicate in a given situation.

ESL 200

Prerequisite: Successful completion of ESL 100 or oral interview, placement test.

This course is concerned with developing the ability to communicate and conduct daily affairs in spoken and written English, including the use of the telephone, shopping, banking and knowledge of essential community services. Stress is placed on pronunciation, grammar and vocabulary expansion to develop communication skills. Spoken English is emphasized, but textbooks, exercises and activities to develop reading, spelling and writing skills are an important part of the course. Evaluation of students is based on their participation in class, oral and written work, and their ability to communicate in given situations.

ESL 300

Prerequisite: Successful completion of ESL 200 or oral interview, placement test.

This course focuses on the assimilation of basic language skills and the development of the ability to discuss and write simply about a variety of subjects with accuracy and fluency. Specific attention will be paid to using English/English dictionaries and encyclopedias, the telephone directory, banking services and obtaining driver's lisences. Although considerable stress still is placed on oral work, there is an increased emphasis on writing. Grammar introduced in ESL 100 and 200 is reviewed and more advanced grammatical structures are introduced. Textbooks are used, but students are also encouraged to read adapted newspaper and magazine articles and carry out classroom projects in groups. Evaluation is based on participation in class, dictations, written exercises, tests and oral work.

ESL 400

Prerequisite: Successful completion of ESL 300 or oral interview, placement test, sample of student writing.

This course is concerned with developing the ability to communicate and conduct daily affairs such as filling out job applications, using libraries and reading newspapers. In addition, students begin language preparation for future academic and vocational goals. Grammar introduced in ESL 100, 200 and 300 is reviewed, and advanced grammatical structures are introduced. Stress is placed on the development of reading and writing skills. Students engage in individual and group projects. Lectures and textbooks are used for grammar and writing. Evaluation of students is based on their participation in class, written and oral examinations, and compositions. Elective high school credit is available.

ESL 500

Prerequisite: Successful completion of ESL 400 or oral interview, placement test, sample of student writing.

Students are provided with instruction designed to improve their awareness of and participation in American life through further development of communication skills. There is a review of grammar previously studied and an introduction of advanced grammatical structures. Written compositions and oral presentations are a basic part of the course. Mass media (radio, TV) are used to develop listening skills. Students practice writing business letters, resumes, conducting interviews of classroom visitors, and are encouraged to participate in and assess cultural and community activities. Students' work is evaluated on the basis of their participation in class, written and oral examinations and compositions. Elective high school credit is available.

ESL 600

Prerequisite: Successful completion of ESL 500 or oral interview, placement test, sample of student writing.

This course assists students in studying for a high school diploma and preparing for college entrance or employment training. A review of English grammar, advanced reading skills, composition and student research projects are basic components of the course. Students practice taking notes from lectures and films, and small group discussions are held to resolve issue. Students practice taking standardized tests for jobs and college entrance. Evaluation of students is based on their participation in class, written and oral examinations and compositions. Elective high school credit is available.

ESL 700

Prerequisite: Successful completion of ESL 600 or oral interview, maximum score on placement test, sample of student writing.

This course is designed to foster skills necessary for students to function successfully in academic situations in "regular" (non-ESL) classes on high school, college and university levels. Emphasis is placed on expansion of vocabulary, grammatical analysis and comprehension and other reading skills. Writing, including compositions and research, is emphasized also. Students are encouraged to utilize textbooks, reference materials, newspapers and standardized tests. Discussions, oral presentations, and language laboratory techniques are used to achieve active student participation in the use of acquired vocabulary and grammatical skills. Students are evaluated on class participation, oral and written work, quizzes and examinations including standardized tests. Elective high school credit is available.

171A

MASTER TEXTBOOK LIST

Author, publisher and date of publication are available in the Teachers' Resource Center, of in the book lists at the ends of the multi-level and specific level sections.

In order to ensure teaching continuity and to guarantee that textbooks are used at the designated level, teachers, if necessary, select textbooks recommended for levels lower than those they are teaching; however, books designated for higher levels may not be used.

c San Francisco Community College District

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV.
Access to English Book 1 Book 2			X	X					
Active Context English Book 1 Book 2 Book 3			X	X	X				
Active English: Understand, Practice, Communicate			X	X					
Advanced Reading and Conversation								X	
Adult English One Adult English Two Adult English Three			X	X	X				
American English Grammatical Structure Book 1			X						
American Kernal Lessons Beginning Intermediate Advanced				X	X	X	X		
An Introduction to Canadian English					X				
A Short Course in Spoken English			X						
Beginning American English			X						

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
Bridges to English									
Book 1		X							
Book 2			X						
Book 3				X					
Book 4					X				
Book 5						X			
Broader Context English							X		
Communication Skillbook 1			X						
Complete Course in English									
Book 1			X						
Book 2				X					
Book 3					X				
Contact English			X						
Contemporary American English									
Book 1			X						
Book 2					X				
A Conversation Book - English in Everyday Life									
Book 1			X	X					
Book 2					X	X			
Conversational English					X	X			
Conversations in English: Points of Departure						X			
Developing Fluency in English								X	

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
Developing Reading Skills Intermediate Advanced						X	X 	 X	
Developing Skills					X	X			
Discovering English			X						
Elementary Course in English Book 1 Book 2			 X	 X					
Encounters: Main Course English			X	X					
Encounter With a New World								X	
English Alpha Book 1 Book 2 Book 3 Book 4 Book 5 Book 6			 X X	 X	 X	 X	 X	 X	
English as a Second Language Vol. 1 Vol. 2 Vol. 3			 X X	 X					
English for Adult Living Book 1 Book 2				 X	 X	 X			
English for a Changing World Book 1 Book 2 Book 3			 X	 X	 X	 X			

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
English for International Communication									
Book 1			X						
Book 2			X	X					
Book 3				X					
Book 4					X				
English for Life			X						
English for Today (revised)									
Book 1			X						
Book 2				X	X				
Book 3						X			
Book 4							X		
Book 5								X	
English One			X						
English Step by Step With Pictures		X							
English That Works									
Book 1			X						
Book 2				X					
English Through Patterns		X	X						
English Topics							X	X	
ESl: A New Approach for the 21st Century: 1-20		X							
21-40			X						
Everyday English									
Volume I		X	X						
Volume II			X						
Volume III				X					

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
Exercises in Comprehension and Composition				X	X	X	X		
Expanding Reading Skills - Adv.								X	
First Steps in Reading & Writing Book 1		X							
First Things First			X	X					
Fluency in English							X	X	
Getting Along in English					X	X			
Guide to Language and Study Skills for College Students of ESL							X	X	X
Impact! Adult Reading & Language Skills Book 1 Book 2 Book 3		X	X	X					
Intensive Course in English Part I			X						
Intensive Course in English Advanced, Part I Part II			X				X		
Intensive English for Communication Book 1 Book 2			X		X				

MAIN TEXT

	ML	50	100	200	300	400	500	600	ADV
Intermediate English Book 1					X				
Intermediate English for Adults				X					
Interview								X	X
In Touch Book 1 Book 2			X	X					
Introduction to Canadian English					X	X			
It's All in a Day's Work						X	X		
It's Up to You						X			
Kernal Lessons, Plus							X	X	
Lado English Series Book 1 Book 2 Book 3 Book 4		X	X X	X X	X	X			
Language and Life in the USA Volume I Volume II					X	Y			X
Learning to Use English Book 1 Book 2			X	X					

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
Let's Learn English									
Beginning Course, Part 1	X	X	X						
Part 2	X			X					
Book 2	X				X				
Book 3	X				X				
Book 4	X					X			
Book 5	X						X		
Book 6	X							X	
Let's Talk About It						X			
Lifelines									
Book 1		X							
Book 2			X						
Book 3					X				
Life Styles									
Book 1						X			
Book 2							X		
Looking at English									
Book 1			X						
Book 2				X					
Mainline:									
Beginners A			X	X					
Beginners B					X				
Mainline:									
Progress A				X	X				
Progress B					X	X			
Mainline Skills								X	
Mastering American English									
Book 2				X					
Milk and Honey									
Book 1			X						
Book 2					X	X			

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
Modern American English									
Book 1			X						
Book 2				X					
Book 3				X	X				
Book 4					X	X			
Book 5						X	X		
Book 6								X	
Modern English Volume 1 (2nd Edition)						X	X		X
New English 900									
Book 1		X	X						
Book 2				X					
Book 3				X					
Book 4					X				
Book 5						X			
Book 6							X		
New English Course									
Book 1			X						
Book 2				X					
Book 3					X				
Book 4						X			
Book 5							X		
New Horizons in English									
Book 1		X	X						
Book 2			X						
Book 3				X					
Book 4					X				
Book 5						X			
Book 6							X		
New Horizons in English Lifeskills: 1		X	X						
2									
No Hot Water Tonight				X	X				
Notion by Notion				X	X				

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
On Speaking Terms						X			
Orientation in American English Level 1 Level 2 Level 3 Level 4 Level 6		X	X X	X	X				X
Pinch & Ouch: English Through Drama					X	X			
Points of View							X		
Practical Conversations in English for Beginning Students Practical Conversations in English for Intermediate Students Practical Conversations in English for Advanced Students			X	X	X	X			
Practical English Book 1 Book 2 Book 3			X	X	X				
Practice and Progress					X				
Prevocational English, Text 1 Text 2		X		X	X				
Prose and Passion					X				
Reply Requested: Thirty Letters of Advice						X			

MAIN TEXTS

	ML	50	100	200	300	400	500	600	ADV
Say the Right Thing						X			
Say What You Mean in English				X					
Speak English			X						
Speaking and Writing With Comic Strips		X	X	X	X				
Speaking of Survival			X						
Spectrum Book I			X						
Steppingstones Book 1 Book 2						X X			
This is English		X							
Welcome to English Book 1 Book 2 Book 3 Book 4 Book 5 Book 6			X X	X X	X	X	X		
What Do You Think?	X								
Yesterday and Today in the USA						X	X		

LISTENING

	ML	50	100	200	300	400	500	600	ADV
Active English: Pronunciation and Speech			X	X					
Advanced English Vocabulary Workbooks									X
Advanced Stories for Reproduction							X	X	
Alice Blows a Fuse: Fifty Strip Stories in American English					X	X			
American English: Pronunciation and Dictation					X	X			
Before Book One		X							
Book A: Sign Language		X	X						
Book B				X					
Book C				X					
Communication Skills Program									
Listen							X		
Listen and Think							X		
Listen and Read							X		
Developing Listening Comprehension for the ESL Student									X
English in Situations						X	X	X	
English Telephone Conversations					X	X			
Better Listening Skills								X	

LISTENING

	ML	50	100	200	300	400	500	600	ADV
Guided English Conversation				X					
Improving Aural Comprehension	X				X	X	X	X	
Intermediate Stories for Reproduction	X				X	X	X		
Interview								X	X
Listen and Guess, Book 1				X					
Listen Carefully							X	X	
Listening and Speaking Drills and Exercises in English Pronunciation									
Consonants and Vowels					X	X	X	X	
Stress and Intonation #1					X	X	X	X	
Stress and Intonation #2					X	X	X	X	
Listening and Note-Taking							X	X	X
Listening Contours							X	X	
Listening Dictation					X	X	X	X	
Listening Focus: Comprehension Practice for Students of English								X	X
Listening for Structural Cues With the Mini Check System			X						
Listening In & Speaking Out						X	X	X	X

LISTENING

	ML	50	100	200	300	400	500	600	ADV
Listening Links					X				
Listening Transitions					X	X			
Live Action English for Foreign Students			X	X	X				
Orientation in American English									
Tapebook 1			X						
Tapebook 2			X	X					
Tapebook 3					X				
Tapebook 4						X			
Selections for Developing English Language Skills	X						X	X	
Workbook for Writing, Listening, and Speaking									

SPEAKING

	ML	50	100	200	300	400	500	600	ADV
Active English: Pronunciation and Speech	X		X	X					
Advanced English Vocabulary Workbooks									X
Advanced Stories for Reproduction							X	X	
Alice Blows a Fuse: Fifty Strip Stories in American English					X	X			
American Cultural Encounters						X			
American English: Pronunciation and Dictation					X	X			
Around Town					X				
Between You and Me				X	X				
Book A: Sign Language Book B Booc C		X	X	X X					
Conversation in English: Points of Departure						X	X		
Conversation in English: Professional Careers							X	X	

SPEAKING

	ML	50	100	200	300	400	500	600	ADV
Conversational English					X	X			
Conversation in English: Points of Departure						X	X		
Developing Communicative Competence: Interaction Activities in ESL					X	X	X	X	
Developing Communicative Competence: Roleplays in ESL					X	X	X	X	
English Conversation Practice (Taylor)				X	X				
English Conversation Practices (Phinney, et al.)	X				X	X	X		
English in Situations						X	X	X	
English Pronunciation			X	X	X	X			
English: Sing It			X	X	X	X	X	X	
English Sounds and Their Spellings			X	X	X	X			
English Telephone Conversations					X	X			
Face to Face				X					
For and Against								X	X

SPEAKING

	ML	50	100	200	300	400	500	600	ADV
Guided English Conversation				X					
Intermediate Stories for Reproduction	X				X	X	X		
Link-Up				X	X	X			
Listen and Guess, Book 1				X					
Listen Carefully							X	X	
Listening and Speaking Drills and Exercises in English Pronunciation									
Consonants and Vowels					X	X	X	X	
Stress and Intonation #1					X	X	X	X	
Stress and Intonation #2					X	X	X	X	
Listening In and Speaking Out					X	X			
Listening Transitions: From Listening to Speaking					X				
Manual of American English Pronunciation					X	X	X	X	
Mastering the International Phonetic Alphabet					X	X	X	X	
On Speaking Terms						X	X	X	

SPEAKING

	ML	50	100	200	300	400	500	600	ADV
People Talking: Dialogue for High Intermediate/Advanced						X	X		
Picture It: Sequences for Conversation				X	X				
Pinch and Ouch					X	X			
Practice Through Pictures			X	X	X				
Pronunciation Contrasts in English		X							
React Interact: Situations for Communication						X	X	X	
Seven Plays from American Literature								X	X
Skits in English					X	X	X	X	
Speaking of the U.S.A.									X
Spoken American English					X				
Stress Time			X	X	X				
Take a Stand, Discussion Topics for Intermediate Adult Students						X			
Talk it Over, Discussion Topics for Intermediate Students						X	X		
Tune In To English, Learning English Through Familiar Methods			X	X	X	X			

VOCABULARY

	ML	50	100	200	300	400	500	600	ADV
American Idioms and Idomatic Usage						X			
Contextualized Vocabulary Tests									
Text 1					X				
Text 2						X			
Essential Idioms in English							X		
From Recall to Fluency								X	
Handbook of American Idioms					X	X			
Idioms in Action	X				X	X			
Idioms in English: A Key to Fluency in English						X			
Idiom Drills					X	X			
Key to English Series									
Figurative Expressions						X			
Two Word Verbs						X			
Vocabulary					X	X			
Reading, Spelling, Vocabulary Pronunciation, Book 3						X			
Special English Series:									
Agriculture						X			
Aviation						X			
Banking						X			
Engineering						X			
For Hotel Personnel						X			

VOCABULARY

	ML	50	100	200	300	400	500	600	ADV
Special English Series (Con't.)									
International Trade						X			
Journalism						X			
Medicine						X			
Tourism						X			
Study Skills for Students of ESL						X	X	X	
Vocabulary Development					X	X			
Vocabulary for the High School Student								X	
Vocabulary in Context					X	X			
Checklists for Vocabulary Study									X

GRAMMAR

	ML	50	100	200	300	400	500	600	ADV
Active English - Understand, Practice, Communicate Book 1				X					
Alternates in Building English Sentences							X		
American English Grammatical Structure									
Book 1			X						
Book 2				X					
Book 3					X				
Book 4						X			
Building English Sentences With Adjectives						X			
Building English Sentences With Adverbs						X			
Building English Sentences With Auxiliary Verbs						X			
Building English Sentences With BE				X					
Building English Sentences With One Verb				X	X				
Building English Sentences With Two Verbs					X	X			
Building English Sentences With Verbals						X	X		
Building English Sentences With Verbs and Verb Phrases					X	X			
Communicate What You Mean: Grammar for High-Level ESL Students							X	X	
Constructing Dialogues	X								
Contemporary Review Exercises									
Book I			X	X					
Book II			X	X					

GRAMMAR

	ML	50	100	200	300	400	500	600	ADV
Contemporary Spoken English									
Book 1			X						
Book 2			X	X					
Book 3				X					
Book 4					X				
Book 5					X				
Creative English - The Basics for Comprehension and Expression									
Book II (No Book I)						X			
Creative Pattern Practice (Revised)							X	X	
Drills in English					X	X			
English Grammar Exercises									
Book 1			X	X					
Book 2				X	X	X			
Book 3						X			
English Grammar Through Guided Writing: Parts of Speech			X	X					
English Grammar Through Guided Writing: Verbs			X						
The English Notebook					X				
English Pattern Practice					X	X	X		

GRAMMAR

	ML	50	100	200	300	400	500	600	ADV
English Self-Taught									
Book 1	X		X						
Book 2			X						
Book 3				X					
Book 4				X					
Book 5					X				
Book 6					X				
Book 7						X			
Book 8						X			
Book 9							X		
Book 10							X		
Book 11								X	
Book 12								X	
English Sentence Structures					X	X	X		
English Simplified									X
English Structure in Focus							X	X	X
(The) Effective Writer's Companion								X	
FSL Grammar Workbook									
Book 1					X	X	X	X	
Book 2						X	X	X	
Extra Drills and Practices						X	X		
Graded Exercises in English				X	X	X			
Grammar and Drillbooks					X	X			
Grammar for Use									
Volume I							X	X	
Volume II							X	X	

GRAMMAR

	ML	50	100	200	300	400	500	600	ADV
Introducing English Tenses					X				
Key to English Series									
Adjectives I					X	X	X		
Adjectives II					X	X	X		
Nouns					X	X	X		
Prepositions I					X	X	X		
Prepositions II						X	X	X	
Two Word Verbs					X	X	X	X	
Verbs					X	X	X		
Figurative Expressions							X	X	
Letter Writing							X	X	
Lane's English as a Second Language									
Book 1			X						
Book 2				X					
Book 3					X				
Let's Talk				X					
Let's Write English									
Book 1					X	X	X	X	
Book 2							X	X	
Mastering American English (Hayden, et al.)							X	X	
Mastering Spoken English Workbook 1			X	X					
Modern English									
Volume I					X	X			
Volume II							X	X	
Modern English: Exercises for Non-Native Speakers									
Part I							X	X	
Part II								X	

GRAMMAR

	ML	50	100	200	300	400	500	600	ADV
Practice, Plan and Write Book 1 Book 2					X	X X	X		
Prepositions, Dyad Learning Program				X	X	X	X		
Pronouns and Determiners, Dyad Learning Program					X	X	X		
Rapid Review of English Grammar (Revised)							X	X	
Reading Your Way to English Book 1						X			
Reference Handbook of Grammar and Usage									X
Review Exercises for English as a Foreign Language					X	X	X		
Side by Side Book 1 Book 2			X	X X	X				
Understanding & Using English						X	X	X	
Using English, Your Second Language							X	X	
Using Essential English Grammar						X			
Using Essential English Tenses							X	X	

GRAMMAR

	ML	50	100	200	300	400	500	600	ADV
Utterance Response Drills							X	X	
Verb Choices and Verb Forms, Dyad Learning					X	X	X		
Verbs for a Specific Purpose								X	
Verbs in Action					X	X	X		

	ML	50	100	200	300	400	500	600	ADV
About Congress									X
About Government									X
About the Constitution									X
Advanced Anecdotes in American English						X			
Advanced Reading and Writing, Exercises in English as a Second Language									X
All in a Day's Work					X				
America and Americans									X
American Classics:									
House of Seven Gables					X				
Moby Dick					X				
Murder in the Rue Morgue						X			
Outcasts of Poker Flat						X			
The Pathfinder						X			
The Hoosier Schoolmaster							X		
The Portrait of a Lady							X		
Huckleberry Finn								X	
The Red Badge of Courage								X	
American English									
Reading I	X				X				
Readings II	X					X			
American English Reader							X		
American English Reading III						X	X		

	ML	50	100	200	300	400	500	600	ADV
American Folk Tales Book I Book II					X	X			
American Past & Present, Vol. I Discovery					X	X			
American Readings									X
American Topics								X	
Battle of Newton Road		X	X						
Books in Easy English Stage 1 Stage 2 Stage 3 Stage 4				X	X X	X			
Bridges to Fear					X				
Cannery Row									X
Car Thieves		X	X						
Challenge: A First Reader/ Workbook in English							X		
Coming to America				X					
Contact USA							X	X	
Contrasts							X		
Controlled Reading Study Guide: Set DA						X			

	ML	50	100	200	300	400	500	600	ADV
Delta Readers The Fisherman of Sadang								X	
Detectives from Scotland Yard		X	X			X			
Developing Reading Skills - Advanced								X	
Developing Reading Skills							X	X	
Easy Reader Book 1				X					
Easy Reading Selection in English							X		
Elementary Anecdotes in American English				X					
Elementary Comprehension Pieces				X	X				
Elementary Reader in English				X					
Elementary Stories for Reproduction						X			
Encounters						X	X		
English for Today, Book 6								X	
English Reader			X	X					

READING

	ML	50	100	200	300	400	500	600	ADV
English Readers Beginning Intermediate Intermediate Advanced				X	X	X	X		
English Readers Scenes of America							X	X	
English Readers-Advanced									X
English Stories for Reproduction				X					
Evans Graded Reading Grade 1 Grade 2 Grade 3				X	X	X			
Expanding Reading Skills								X	
Fables						X			
Fact & Fancy							X	X	
The Favorite Stories Series, English Ed.,: Readers for Asian Students						X			
Fictional Diaries								X	
Flying Spy		X	X	X					
Focus on Reading						X	X		
Folk Tales 1					X	X			
Folk Tales 2						X			

READING

	ML	50	100	200	300	400	500	600	ADV
Foundations for Reading and Writing Book 1 Book 2		X	X X						
Foundations for Reading and Writing Book 3 Book 4					X	X	X		
From Comprehension to Composition					X	X	X	X	
Getting Into It...An Unfinished Book					X	X			
Graded Readers Beginning Advanced				X				X	
Graded Readers for Students of English									X
Growing in English Language Skills							X	X	
House Near the Sea		X	X						
How to Get Along on the Job						X			
How to Study									X
Ideas in English: Readings in ESL							X	X	X
Impressions of the United States									X

READING

	ML	50	100	200	300	400	500	600	ADV
In Other Words								X	
Insights									X
Intermediate Anecdotes in American English					X				
Intermediate Comprehension Passage							X		
Intermediate Comprehension Pieces						X			
International Folk Tales									
Book 1	X				X				
Book 2	X								
Legends					X				
Lights & Lively									X
Little Stories for Big People							X		
Longman Simplified English Series							X	X	X
Longman Structural Readers									
Stage 2				X					
Stage 3					X				
Stage 4						X			
Stage 5							X		
Stage 6								X	
Making Government Work for You	X								
Man and His World								X	

READING

	ML	50	100	200	300	400	500	600	ADV
Meet the Press								X	X
Mini-Units in Reading	X					X	X	X	
Modern Short Stories in English							X	X	
The New Arrival Book 1 Book 2			X	X X	X				
Newbury House Readers Stage 1 Stage 2 Stage 3 Stage 6			X	X	X			X	
New Lives in the New World							X	X	X
No Cold Water Either					X				
No Hot Water Tonight				X					
Noses and Toes, and Up and Down and In and Out Book			X						
Operation Janus		X	X						
O, Promised Land						X			
Orientation in American English Reader 1 (Blue) Reader 2 (Yellow Reader 3 (Orange) Reader 4 (Green) Reader 6			X	X	X	X			X

READING

	ML	50	100	200	300	400	500	600	ADV
Our California									X
Oxford Reading and Exercise Series									
The Whistler				X	X				
The Angry Sea					X	X			
Winds of Virtue						X			
The Quiet Man							X		
The Monkey's Paw							X		
Tale from Tangier								X	
Passages							X	X	
People in Livingston					X				
Perspectives							X	X	
Practical Readers: Stage 1				X					
Rapid Course in English for Students of Economics									X
Reader's Choice								X	X
Reading and Conversation for Intermediate and Advanced Students, Book 1						X			
Reading English for Academic Study								X	
Reading for Adults									
Book 1						X			
Book 2							X		
Book 3								X	

	ML	50	100	200	300	400	500	600	ADV
Reading Improvement Exercises for Students of ESL	X						X	X	
Reading in English								X	
Reading Plus - Level A				X					
Reading Today's English Book 1 Book 2	X X				X	X			
Reading Your Way to English									X
Readings and Conversation About the U.S.						X	X		
Readings in Contemporary Culture							X	X	
Read Right: Developing Survival Reading Skills						X	X		
Read, Think and Answer							X		
Read, Think and Choose								X	
Real Life Reading Skills						X			
Real Stories						X			
Reflections					X	X	X		
A Remarkable Half Dozen								X	X
Selected Readings in English								X	

READING

	ML	50	100	200	300	400	500	600	ADV
Skillful Reading						X	X		
Soap and Water					X				
Sounds and Syllables				X					
Speaking of the USA									X
The Spice of Life						X	X		
Structure Graded Readings in English									
Book 1			X						
Book 2				X					
Book 3	X				X				
Book 4	X					X			
Success in Reading									
Book I									X
Book II									X
Superstition	X				X	X	X		
30 Passages							X	X	
Time & Space					X				
Toward a Better World					X				
Travels With Charlie									X
Truth and Tales					X	X			
Turning Point: A Collection of Short Biographies					X	X			

WRITING

	ML	50	100	200	300	400	500	600	ADV
Advanced Reading and Writing, Exercises in English as a Second Language									X
Advanced Stories for Reproduction								X	
American English Guided Composition					X	X			
American English Rhetoric									X
Ananse Tales: A Course in Controlled Composition					X	X	X		
Beginning Composition Through Pictures			X	X	X	X			
Composition Steps	X					X	X	X	
Composition Through Pictures			X	X	X	X			
Constructing Sentences	X				X	X			
Controlled Composition in English as a Second Language								X	X
Criss Cross								X	
Elementary Composition Pieces					X	X			

WRITING

	ML	50	100	200	300	400	500	600	ADV
Elementary Composition Practice Book 1 Book 2			X	X X	X				
English for Academic Uses								X	
Focus on Composition								X	X
Foundations for Reading and Writing Book 1 Book 2 Book 3 Book 4			X		X	X	X		
Free Composition Book								X	
From Comprehension to Composition					X	X	X	X	
Fundamentals of the Research Paper									X
Guided Composition Writing								X	
Guided Writing and Free Writing	X					X	X	X	
Handwriting Workbook	X	X	X	X	X				
Help Yourself to Read, Write and Spell				X					
How to Study									X
Imaginary Line Handwriting, Beginning Cursive		X	X						

	ML	50	100	200	300	400	500	600	ADV
Intermediate Composition Practice							X	X	
Intermediate Stories for Composition Workbook Companion							X		
Intermediate Stories for Reproduction							X		
Key to English Series: Letter Writing					X	X	X	X	
Let's Write English Book 1 Book 2						X	X X	X X	
Listening and Note-Taking							X	X	
Listening Dictation					X	X	X	X	
New Horizons in English-Lifeskills 2: Workbook			X	X					
Orientation in American English Reader 3 (Orange)					X	X			
Paragraph Development								X	
Paragraph Writing							X		
Picture Composition Book				X	X	X			
Practice, Plan and Write Book 1 Book 2					X	X X	X		

WRITING

	ML	50	100	200	300	400	500	600	ADV
Put It in Writing						X	X		
Reading, Thinking, Writing						X	X		
A Remarkable Half Dozen								X	X
Send Me a Letter (A Basic Guide to Letter Writing)								X	
Sentence Combining: A Composing Book								X	
Situational English Language Picture Series			X	X					
Steps to Composition					X	X			
Structure Graded Readings in English, Book 2					X	X			
Techniques for Writing-Composition									X
10 Steps	X			X	X				
30 Passages							X	X	
26 Steps	X					X	X		
Workbook for Writing, Listening, & Speaking				X	X				

	ML	50	100	200	300	400	500	600	ADV
Write			X	X	X				
Write Away Book 1 Book 2					X	X	X	X	
Write Me a Ream	X					X	X		
Writing as a Thinking Process	X							X	X
A Writing Book				X	X	X	X		
Writing English (2nd Ed.)								X	
Writing for Specific Purposes								X	
Writing Through Understanding								X	
Written English					X	X			
X-Word Grammar							X	X	

SUPPLEMENTAL TEXTS - SPELLING AND PRONUNCIATION

	ML	50	100	200	300	400	500	600	ADV
Active English: Pronunciation and Speech			X	X					
American English: Pronunciation and Dictation					X	X			
Checklist for Vocabulary Study						X	X	X	
Creative Pattern Practice								X	
English for Academic Uses							X		
English Pronunciation			X	X	X	X			
English Sounds and Their Pronunciation			X	X	X	X			
English Sounds and Their Spellings			X	X	X	X			
English Stress & Intonation			X						
Help Yourself to Read, Write and Spell				X					
Listening and Speaking Drills and Exercises in English Pronunciation									
-Consonants and Vowels					X	X	X	X	
-Stress and Intonation #1					X	X	X	X	
-Stress and Intonation #2					X	X	X	X	
Manual of American English Pronunciation					X	X	X	X	
Mastering the International Phonetic Alphabet					X	X	X	X	

SUPPLEMENTAL TEXTS - SPELLING AND PRONUNCIATION

	ML	50	100	200	300	400	500	600	ADV
PD'S in Depth						X	X	X	
Pronunciation Contrsts in English		X							
Send Me a Letter: A Basic Guide to Letter Writing								X	
Sounds Easy! - Consonants			X	X	X				
- Vowels			X	X	X				
Survival Pronunciation				X	X	X			
Survival Pronunciation: Vowel Contrasts			X	X	X				

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A SECOND CROSSWORD PUZZLE BOOK (1000 Word Level), Hill and Popkin (Oxford: 1969).

A THIRD CROSSWORD PUZZLE BOOK (1500 Word Level), Hill and Popkin (Oxford: 1970).

A FOURTH CROSSWORD PUZZLE BOOK (2000 Word Level), Hill and Popkin (Oxford: 1971).

EASY CROSSWORD PUZZLES FOR PEOPLE LEARNING ENGLISH, Allen (ELS: 1956).

FUN WITH ENGLISH, Hauptman and Upshur (Collier Macmillan: 1975).

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966).

LANGUAGE GAMES AND CONTESTS,Lee (Oxford: 1965).

MORE EASY CROSSWORD PUZZLES, Allen (ELS:1970).

GAMES

AD-LIB (Milton Bradley) - scrabble crossword game - spelling

CAST A SPELL (Houghton Mifflin) - spelling game

JABBERWOCKY, Wakeman (Longman) - structure game

PASSWORD (Milton Bradley) - vocabulary game

PERQUACKY (Lakeside Industries) - spelling game

PROBE (Parker Bros. Co.) - spelling game

TEACHER'S AIDS AND AUDIO VISUAL MATERIALS

QUIZMO (Milton Bradley) - tell time
addition, subtraction
multiplication, division

SCRABBLE (Parker Bros. Co.) - spelling game

SCRABBLE SENTENCES CUBES (Selchow & Righter) - structure game

SILLY SYNTAX (Houghton Mifflin) - structure game

PICTURES IN BOOK FORM

ADVERTISEMENTS, Moffett (ed.) (Houghton Mifflin Co.: 1973)

THE FAMILY OF MAN, Steichen (Museum of Modern Art: 1955)

MACHINE AGE RIDDLES, Singer (New Reader Press: 1973)

PHOTOS 2, Moffett (ed.) (Houghton Mifflin: 1973)

PHOTOS 3, Moffett (ed.) (Houghton Mifflin: 1973)

PHOTOS WITH CAPTIONS 2, Moffett (ed.) (Houghton Mifflin: 1973)

PHOTOS WITH CAPTIONS 3, Moffett (ed.) (Houghton Mifflin: 1973)

PICTURE PAGE PACKETS (LINC) - each packet has 25 copies of page and instruction

PICTURES FOR FREE ORAL EXPRESSION, Bryne and Wright (Longman: 1974)

SIGNS 1, Moffett (ed.) (Houghton Mifflin: 1973)

SIGNS 2, Moffett (ed.) (Houghton Mifflin: 1973)

SIGNS, BOOKS 1, 2, 3, Gordon (New Readers Press: 1971)

WHAT DO YOU THINK? Byrne and Wright (Longman: 1975)

TEACHER'S AIDS AND AUDIO VISUAL MATERIALS

PICTURES (DISPLAY SIZE) AND FLASH CARDS

FLASH CARDS, English Around the World (Scott Foresman).

FLASH CARDS, Kriedler and Sutherland (University of Michigan).

FLASH CARDS, LEVEL 1, Peabody Language Development Kits (American Guidance Service, Inc: 1965).

HARPER AND ROW DISCUSSION PICTURES (Harper and Row: 1967).

INSTRUCTO PICTURES (Instructo Corporation) - designed for primary schools
Ex. #1215 Understanding Our Feelings
#1611 Giant Everyday Pictures - People We Know

INSTRUCTOR CURRICULUM MATERIAL (Instructor Publications, Inc.) - Picture/Word Concepts Series
Means of Transportation
Clothing
Family and Friends
Places We Go
Where We Live
Workers We Know
How We Travel
Household Items
Parts of the Body
Dishes and Utensils
School Items

LARGE STORY CARDS AND LARGE "I WONDER CARDS", Peabody Language Development Kit, Level 1, 2, 3, (American Guidance Service Inc.: 1965). - designed for primary grades

MICHIGAN WALL CHARTS (designed to accompany English Pattern Practices, Lado and Fries (University of Michigan: 1970).

TEACHER'S AIDS AND AUDIO VISUAL MATERIALS

POSTER CARDS (Milton Bradley)
Animals and Their Young (#7525)
Community Workers and Helpers (#7528)
Vegetables and Fruits (#7532)
Opposites (adjectives) (#7824)

REACTION CARDS #240 (Developmental Learning Materials)
Designed for primary grades

SEQUENTIAL PICTURE CARDS III #162 (Developmental Learning Materials) - Designed for primary grades

STORY TELLING POSTERS P223 (Developmental Learning Materials: 1972) - Designed for primary grades

TEACHING PICTURES - 40 Packets of pictures (David Coole Publishing Co.: 1965)

Ex. A 866 Holiday Theme
A 890 Home and Community Helpers
A1531 My Community
A1535 A Trip to the Farm
A1559 Transportation

WALL PICTURES FOR LANGUAGE PRACTICE, Byrne (Longman: 1976)

RECORDS

ESL EXPRESS: SONGS FOR LEARNING ENGLISH, Byrd and Wellman (Collier Macmillian: 1976)

HARD TO LEARN THAT ENGLISH AS A SECOND LANGUAGE BLUES, Byrd and Wellman (Collier Macmillian: 1975)

MISTER MONDAY AND OTHER SONGS FOR THE TEACHING OF ENGLISH, GOODBYE RAINBOW AND SUNDAY AFTERNOON, The Solid British Hat Band (Longman)

OTHER

AUDIO-VISUAL ENGLISH, SETS 1 and 2, Heffernan-Cabrera (Collier Macmillian) - Filmstrips, records and tapes

ANTONYM CARDS #204 (Developmental Learning Materials)

TEACHER'S AIDS AND AUDIO VISUAL MATERIALS

LINC DITTO MASTERS (Routines 1, 2, 3: the N verbs 4, 5, 6; Regular Past Tense 7, 8, 9) Kunz (Linc: 1973)

THE NEW PHONETIC WORD DRILL CARDS (Kenworthy Educational Service: 1965)

SURVIVAL TASK READING CARDS, Wheatly (Teacher's Exchange of San Francisco: 1976)

SOURCES

Guy's Teachers' Supplies
1554 Market St.
San Francisco, CA 94103

Play 'N Learn
Educational Toys, Games
1762 Miramonte Ave.
Mountain View, CA 94940

Teachers' Exchange of San Francisco
600 - 35th Ave.
San Francisco, CA 94121

The above three places have games, activity books, duplicating workbooks, texts, activity cards, flash cards, etc., many designed for primary that can be used and/or adapted for use with adults.

Teacher Learning Center
San Francisco Unified School District
500 Corbett Ave
San Francisco, CA 94114

Sample games which may be duplicated with materials provided by the center (minimal charges), or you can create your own. Lending library with commercial kits, records, books in sets, etc.

FILM LIBRARIES

San Francisco Unified School District - Catalogue available at Center or 1440 Harrison
Bureau of Audio-Visual Education
1440 Harrison
San Francisco, Ca. 94103 Tel: 565-9000

Learning Resource Center - Catalogue available at City College or Community College Centers
50 Phelan Avenue
San Francisco, Ca. 94112 Tel: 239-3632

Canadian Film Library - catalogue available on request, can reserve by phone, pick up or mail delivery
Canadian Consulate General
11th Floor, Alcoa Building
1 Maritime Plaza (Golden Gateway Center)
San Francisco, Ca. 94111 Tel: 829-2300

Modern Talking Pictures - pamphlets listing films available, can reserve by phone, pick up or mail delivery
116 Spear Street
San Francisco, Ca. 94105 Tel: 982-1712

SOURCE BOOKS FOR TEACHERS

MULTI-PURPOSE

ENGLISH SKILLS HANDBOOK READING AND WRITING, Wiener and Bagerman (Houghton Mifflin Co.: 1977)

EVERYDAY READING AND WRITING, Laubach, Kirk, Laubach (New Readers Press: 1970)

FORMS IN YOUR FUTURE, Goltry (Learning Trends: 1977)

GRAMMAR AND COMPOSITION, 2ND EDITION, Willis (Holt, Rinehart and Winston: 1976)

KERNEL LESSONS INTERMEDIATE, O'Neill, Kingsbury, Yeadon (Longman: 1971)

LETTERS AND ANNOUNCEMENTS, Cook (New Readers Press: 1975)

MMC: DEVELOPING COMMUNICATIVE COMPETENCE IN ENGLISH AS A SECOND LANGUAGE, Bruder (University of Pittsburg: 1974)

NEW CONCEPT ENGLISH, Alexander (Longman: 1967)
- Developing Skills
- First Things First
- Fluency in English
- Practice and Progress

NEW CONCEPT ENGLISH MAINLINE, Alexander (Longman: 1973)
- Progress A
- Progress B
- Skills A
- Skills B

STRATEGIES, Abbs, Ayton, Freebairn (Longman: 1975)

TAKING ACTION, WRITING, READING, SPEAKING AND LISTENING THROUGH SIMULATION GAMES, Troyka and Nudelman (Prentice Hall: 1975)

TELEPHONE AND TELEGRAPH, Cook (New Readers Press: 1975)

SOURCE BOOKS FOR TEACHERS

GRAMMAR

A CONCISE GRAMMAR OF CONTEMPORARY ENGLISH, Quirk and Greenbaum (Harcourt Brace Jovanovich: 1973)

CONTEMPORARY REVIEW EXERCISES I, II, Rankin and Kane (Oxford: 1967)

ESSENTIALS OF ENGLISH, Hopper, Gale and Foote (Barron's Educational Series, Inc.: 1973)

ENGLISH VERB CONJUGATIONS, Hopper (Barron's Educational Series, Inc.: 1975)

FROM SUBSTITUTION TO SUBSTANCE, Paulston and Bruder (Newbury House: 1975)

THE GOOFICON, Burt and Kiparsky (Newbury House: 1972)

GUIDE TO PATTERNS AND USAGE IN ENGLISH, Hornby (Oxford University Press: 1975)

INDEX TO MODERN ENGLISH, Crowell (McGraw Hill: 1964)

MODERN ENGLISH: A PRACTICAL REFERENCE GUIDE, Frank (Prentice Hall: 1972)

READING

CHALLENGE A FIRST READER/WORKBOOK IN ENGLISH, Saitz and Stieglitz (Winthrop Publishers: 1978)

LET'S LOOK IT UP, Waelder (New Readers Press: 1977)

MODERN CONSUMER EDUCATION READING KIT (Grolier Educational Corp.) - Also has tapes and filmstrips

READING FASTER AND UNDERSTANDING MORE, Miller, Dye and Ladd (Winthrop Publishers: 1976)

LISTENING/SPEAKING

A PRACTICAL GUIDE TO MULTI-LEVEL MODULAR ESL, Canzano and Canzano (ELS)

EFFECTIVE TECHNIQUES FOR ENGLISH CONVERSATION GROUPS, Dobson (Newbury: 1974)

ENGLISH IN SITUATIONS, O'Neill (Oxford University Press: 1970)

SOURCE BOOKS FOR TEACHERS

LISTENING/SPEAKING (Con't.)

GAMBITS I CONVERSATIONAL TOOLS: OPENERS, Keller and Warner (Minister of Supply, Canada: 1976)

GAMES FOR SECOND LANGUAGE LEARNING, Derry (McGraw Hill: 1966)

JAZZ CHANTS, Graham (Oxford University Press: 1978)

LANGUAGE TEACHING GAMES, Lee (Oxford)

PATTERNS OF ENGLISH PRONUNCIATION, Bowen (Newbury House: 1975)

PRONUNCIATION CONTRASTS IN ENGLISH, Nilsen and Nilsen (Regents: 1971)

THE P.D.'S - PRONUNCIATION DRILLS FOR LEARNERS OF ENGLISH, Trager and Henderson (ELS: 1956)

WRITING/SPELLING

AMERICAN ENGLISH RHETORIC, Bander (Holt Rinehart and Winston: 1971)

THE ART OF COMPOSITION: STRUCTURE, GRAMMAR AND COMPOSITION, Willis (Holt Rinehart and Winston: 1974)

GRASSROOTS: THE WRITERS WORKBOOK, Fawcett and Sandbert (Houghton Mifflin Co.: 1976)

THE LEAST YOU SHOULD KNOW ABOUT ENGLISH, Glazier (Holt, Rinehart and Winston: 1977)

PRACTICE FOR EFFECTIVE WRITING, Hopper and Gale (Barron's Educational Series: 1971)

THE READING ROAD TO SPELLING (Harper and Row: 1970) - designed for native speakers

SOUND AND SENSE IN SPELLING, BOOKS 1-7, Madden, Carlson, Yarborough (Noble and Noble: 1967) - designed for native speakers

STEPS IN COMPOSITION, Troyka and Nudelman (Prentice Hall: 1976)

SOURCE BOOKS FOR TEACHERS

WRITING/SPELLING (Con't.)

TROUBLE SHOOTER: A PROGRAM IN BASIC ENGLISH SKILLS, Benner (Houghton Mifflin: 1969) - designed for native speakers
English Achievement Book 7
Punctuation Book 6
Sentence Strength Book 5
Spelling Action Book 2
Spelling Skill Book 1

A WRITING APPRENTICESHIP, Britten (Holt, Rinehart and Winston: 1973)

WRITING WITH A THESIS, Stwire (Holt, Rinehart and Winston: 1976)

VOCABULARY/IDIOMS

AMERICAN UNIVERSITY WORD LIST, Praninskas (Longman: 1972)

ENGLISH IDIOMS AND HOW TO USE THEM, McMordie (Oxford University Press: 1965)

GENERAL SERVICE LIST OF ENGLISH WORDS (Longman: 1953)

PROVERBS AND RHYMES, Christian (Evens Brothers Ltd.: 1975)

TROUBLE SHOOTER: A PROGRAM IN BASIC ENGLISH SKILLS, Benner (Houghton Mifflin: 1969) - designed for native speakers
Word Attack Book 4
Word Mastery Book 5

PROFESSIONAL BOOKS FOR TEACHERS

AN ANNOTATED BIBLIOGRAPHY OF ADULT ESL INSTRUCTIONAL MATERIALS, Escobar and Daughterty (Illinois ESL/ABE Service Center: 1976) (500 South Dwyer Ave., Arlington Heights, Illinois, 60005)

AN ANNOTATED BIBLIOGRAPHY OF ADULT ESL INSTRUCTIONAL MATERIALS, A COMPLETE BIBLIOGRAPHY OF ESL TEACHER TRAINING, Croft (TESOL: 1974)

BILINGUAL EDUCATION, Zappert and Cruz (Babel/Lau Center - Bahia Inc.: 1977)

BILINGUAL EDUCATION OF CHILDREN, Lambert and Tucker (Newbury House: 1972)

BILINGUAL SCHOOLING IN THE U.S., Cordasco (McGraw Hill: 1976)

CLASSROOM PRACTICES IN ESL, Ilyin and Tragardh (eds.) (TESOL: 1978)

THE CONTEXT OF FOREIGN LANGUAGE TEACHING, Jakobovits and Gordon (Newbury House: 1974)

COUNSELING-LEARNING IN SECOND LANGUAGES, Curran (Apple River Press, Apple River, Illinois, 61001: 1976)

ENGLISH AS A SECOND LANGUAGE: A GUIDE TO GRAMMAR, Chaille (Easy Aids: 1977)

ENGLISH AS A SECOND LANGUAGE: A GUIDE TO CULTURE AND WRITING, Chaille (Easy Aids: 1977)

ENGLISH AS A SECOND LANGUAGE: A GUIDE TO PRONUNCIATION AND VOCABULARY, Chaille (Easy Aids: 1977)

ENGLISH AS A SECOND LANGUAGE IN BILINGUAL EDUCATION, Alatis and Twadell (eds.)(TESOL: 1977)

ENGLISH AS A SECOND LANGUAGE: FROM THEORY TO PRACTICE, Finocchiaro (Regents: 1974)

FACILITATING LANGUAGE LEARNING, Dubin and Olshtain (McGraw Hill: 1977)

FOCUS ON THE LEARNER: PRAGMATIC PERSPECTIVES FOR THE LANGUAGE TEACHER, Oller and Richards (Newbury House: 1973)

FOUNDATIONS FOR TEACHING ESL, Saville-Troike (Prentice Hall: 1976)

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THE GOOFICON, Burt and Kiparasky (Newbury House: 1972)

LEARNING ANOTHER LANGUAGE THROUGH ACTION, Asher (Pajaro Press: 1977)

MEMORY, MEANING AND METHOD, Stevick (Newbury House: 1976)

MODERN LANGUAGE CLASSROOM TECHNIQUES, Allen and Valette (Harcourt Brace Jovanovich: 1972)

PAPERS ON LANGUAGE TESTING, Palmer and Spolsky (TESOL: 1975)

PRACTICAL GUIDE TO THE TEACHERS OF ENGLISH AS A SECOND OR FOREIGN LANGUAGE, Rivers and Temperley (Oxford University Press: 1978)

PSYCHOLINGUISTICS, Slobin (Scott Foresman Paperbacks: 1971)

PSYCHOLINGUISTICS AND READINGS, Smith (ed.) (Holt, Rinehart and Winston: 1972)

READINGS IN ENGLISH AS A SECOND LANGUAGE, Croft (ed.) (Winthrop: 1972)

THE SILENT WAY, Gattegno (Educational Solutions: 1963)

SOCIOLINGUISTICS, Trudgill (Penguin Books: 1974)

SPEAKING IN MANY TONGUES: ESSAYS IN FOREIGN LANGUAGE TEACHING, Rivers (Newbury: 1972)

TEACHING ENGLISH AS A SECOND LANGUAGE: A BOOK OR REAIDNGS, Allen and Campbell (eds.) (McGraw Hill: 1972)

TEACHING ENGLISH AS A SECOND LANGUAGE: TECHNIQUES AND PROCEDURES, Paulston and Bruder (Winthrop: 1976)

TEACHING FOREIGN LANGUAGE SKILLS, Rivers (University of Chicago Press: 1968)

TEACHING ORAL ENGLISH, Byrne (Longman: 1976)

TEACHING READING TO NON-ENGLISH SPEAKERS, Thomis (Collier Macmillan: 1970)

TECHNIQUES AND PROCEDURES IN SECOND LANGUAGE TEACHING, Dacanay (Oceana Publications, Inc.: 1963)

VALUES CLARIFICATION: A HANDBOOK OF PRACTICAL STRATEGIES FOR TEACHERS AND STUDENTS, Simon, Howe and Kirschenbaum (Hart C.: 1972)

VISUAL MATERIALS FOR THE LANGUAGE TEACHER, Wright (Longman: 1976)

VOCABULARY DEVELOPMENT IN THE CLASSROOM, Deighton (Teacher's College Press, Columbia University: 1974)

BOOKS OF CULTURAL INTEREST TO TEACHERS

GENERAL

THE DISADVANTAGED LEARNER, Webster (ed.) Chandler Publishing Co: 1966)

THE HIDDEN DIMENSION, Hall (Doubleday: 1966)

LANGUAGE AND CULTURAL DIVERSITY IN AMERICAN EDUCATION, Abrahams and Troike (eds.) (Prentice Hall: 1972)

READINGS IN INTERCULTURAL COMMUNICATION, Vol. 1, 2, 3, David Hoopes (ed.) Regional Council for International Education (University of Pittsburg: 1972-73)

THE SILENT LANGUAGE, Hall (Doubleday: 1959)

TEACHING CULTURE: STRATEGIES FOR FOREIGN LANGUAGE EDUCATORS, Seely (National Textbook Co.: 1975)

CHINESE

THE ASIAN IN THE WEST (Reno: University of Nevada: 1970)

BRIDGING THE ASIAN LANGUAGE AND CULTURAL GAP, Vol. 9 of ESL: A NEW APPROACH FOR THE 20TH CENTURY, Iwataki, et. al. (Modulearn, Inc.: 1975)

THE CHINESE IN AMERICA, 1820-1973, Tung (Oceana: 1974)

A HISTORY OF THE CHINESE IN CALIFORNIA: A SYLLABUS, Chinn, Lai, Choi (Chinese Historical Society of America: 1969)

LONG TIME CALIFORN', Nee and Nee (Pantheon: 1972)

SPANISH-SPEAKING

BLESS ME, ULTIMA, Anaya (Quinto Sol: 1972)

HEALTH CULTURAL AWARENESS CONFERENCE, Coordinator-Manual Farran, Regional Medical Programs Services and New Mexico Regional Medical Programs, 2701 Frontier Place, N.E. Albuquerque, New Mexico.

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HISTORY OF LATIN AMERICAN CIVILIZATION, SOURCES AND INTERPRETATION Vol. 1, 2, Hanke (Little, Brown and Co.)

THE LABYRINTH OF SOLITUDE, Paz (Grove Press: 1961)

LIVING IN LATIN AMERICA - A CASE STUDY IN CROSS-CULTURAL COMMUNICATION, Gorden (National Text Book Co.: 1975)

THE PERSONNEL AND GUIDANCE JOURNAL, Vol. 50:2, October 1971, American Personnel and Guidance Assocation, 1607 New Hampshire Ave., N.W., Washington, DC, 20009.

PROFILE OF MAN AND CULTURE IN MEXICO, Samual Ramos, Trans. by Peter G. Earle (University of Texas Press)

PEDRO MARTINEZ AND THE CHILDREN OF SANCHEZ, Oscar Lewis (Random House: 1961)

Any publication by Octavio Paz, Texas Pan American Series (University of Texas Press).

VIETNAMESE

VIETNAMESE REFUGEE EDUCATION SERIES (Center for Applied Linguistics: 1975)

- A Colloquium on the Vietnamese Language
- A Handbook for Teachers of Vietnamese Students
- A Selected Annotated Bibliography for Teaching English to Vietnamese
- Vietnamese-English Handbook

FILIPINO

THE FILIPINOS IN AMERICA, 1898-1974, Kim and Mena (Oceana: 1974)

JAPANESE

THE JAPANESE IN AMERICA, 1843-1973, Herman (Oceana: 1974)

KOREAN

THE KOREANS IN AMERICA, 1882-1974, Kim and Patterson (Oceana: 1974)

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